Report of the Commissioners of the District of Columbia

1895~1896

Vol. 2

(Washington, DC)

District of Columbia. Commissioners
T: Report

REPORT

OF THE

BOARD OF TRUSTEES OF PUBLIC SCHOOLS

OF THE

DISTRICT OF COLUMBIA

TO THE

COMMISSIONERS OF THE DISTRICT OF COLUMBIA.

1895-96.

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WASHINGTON, D. C.

BOARD OF TRUSTEES OF PUBLIC SCHOOLS, DISTRICT OF COLUMBIA.

OFFICERS.

President.—JAMES W. WHELPLEY, 1405 G street northwest.
Secretary.—J. G. FALCK, Franklin School.
Superintendent of schools.—W. B. POWELL, A. M., Franklin School.
Superintendent of colored schools.—G. F. T. COOK, A. M., Sumner School.

MEETINGS.

The stated meetings of the board of trustees are held on the second Tuesday of each month and on the last Tuesday of June.

STANDING COMMITTEES.

On rules.—Messrs. BRUCE, BARNARD, HARRIES, WITMER, Mrs. STOWELL.
On ways and means, supplies, and accounts.—Messrs. WILSON, HARRIES, WHELPLEY, HAZEN, CORNISH.
On buildings, repairs, and furniture.—Messrs. HARRIES, WITMER, BRUCE, CORNISH, Mrs. TERRELL.
On normal and high schools, and scholarships.—Messrs. WILSON, BARNARD, BRUCE, WHELPLEY, HARRIES, HAZEN, SHADD, Mrs. STOWELL.
On teachers and janitors.—Messrs. BARNARD, WILSON, SHADD, Mrs. TERRELL.
On text-books, studies, and examinations and promotions of pupils.—Messrs. HAZEN, WILSON, BARNARD, BRUCE, Mrs. STOWELL.
On penmanship, music, and discipline.—Messrs. SHADD, WITMER, HAZEN, Mrs. TERRELL.
On industrial education, drawing, and night schools.—Messrs. CORNISH, HARRIES, WHELPLEY, WITMER, Mrs. TERRELL.
On library and report.—Messrs. WITMER, BARNARD, SHADD, CORNISH.
On sanitation.—Mrs. STOWELL, Messrs. HAZEN, WITMER, SHADD.

LOCAL COMMITTEES.

[Term expires September 13, 1897.]

First division.—JOB BARNARD, 500 Fifth street northwest.
Second division.—GEORGE H. HARRIES, 401 P street northwest.
Third division—JAMES W. WHELPLEY, American Security and Trust Company, 1405, G street northwest.
Fourth division.—DAVID H. HAZEN, M. D., 407 Sixth street southwest.
Fifth division.—JESSE H. WILSON, Equity Building.
Sixth division.—Mrs. LOUISE R. STOWELL, 2803 Fourteenth street north west.
Seventh division.—A. H. WITMER, M. D., St. Elizabeth Insane Asylum.
Eighth division.—F. J. SHADD, M. D., 901 R street northwest.
Ninth division.—BLANCHE K. BRUCE, Ohio National Bank Building.
Tenth division.—Mrs. MARY C. TERRELL, 1936 Fourth street northwest.
Eleventh division.—L. A. CORNISH, 312 B street southeast.

SCHOOL DIRECTORY.

FIRST EIGHT DIVISIONS.

SUPERINTENDENT.

W. B. POWELL, Franklin School.

CLERK.

J. G. FALCK, Franklin School.

DIRECTORS OF SPECIAL WORK.

Director of primary work	E. A. Denny (Miss)	808 12th street nw.
Assistant director	M. A. Blandy (Miss)	1447 S street nw.
Assistant director	E. C. Webster (Miss)	231 Massachusetts avenue ne.
Director of music	A. E. Scammell (Miss)	Chevy Chase, Md.
Director of drawing	S. E. W. Fuller (Mrs.)	2611 Messmore avenue.
Director of manual training	J. A. Chamberlain	626 O street nw.
Director of cooking	E. S. Jacobs (Miss)	1543 9th street nw.
Director of sewing	M. W. Cate (Mrs.)	217 I street nw.
Director of physical culture	Rebecca Stoneroad (Miss)	The Bancroft.
Librarian	Mina Goetz (Miss)	911 6th street nw.

NORMAL SCHOOLS.

Principal, Mrs. I. G. MYERS.

Office, Franklin School; residence, 1106 New York avenue northwest.

Name of building.	Location of building.	Name of principal.
Franklin School	13th and K streets nw	Miss A. M. Goding, 1218 6th street nw.
Dennison School	S street, between 13th and 14th streets nw.	Miss E. V. Brown, 34 B street ne.

HIGH SCHOOLS.

Director. Dr. F. R. LANE.

Office, Central High School; residence, 1720 Q street northwest.

Central High	O street, between 6th and 7th streets nw.	Dr. F. R. Lane.
Eastern High	7th street, between Pennsylvania avenue and C street se.	Mr. H. M. Johnson, Anacostia, D. C.
Western High	Curtis School, O street, between 32d and 33d streets nw.	Miss E. C. Westcott, 506 T street nw.
Business High	1st street, between B and C streets nw.	Mr. Allan Davis, 908 11th street se.

FIRST DIVISION.

Supervising principal, Mr. C. S. CLARK.

Office, Dennison School; residence, 1504 R street northwest.

Dennison	S street, between 13th and 14th streets nw.	Miss K. E. Rawlings, 3519 Eslin street nw.
Force	Massachusetts avenue, between 17th and 18th streets nw.	Mr. B. W. Murch, 1703 35th street nw.
Franklin	13th and K streets nw	Dr. E. G. Kimball, 1204 Massachusetts avenue nw.
Berret	14th and Q streets nw	Miss M. C. McGill, 1447 Q street nw.
Adams	R street, between 17th street and New Hampshire avenue nw.	Mrs. C. B. Smith, 1522 9th street nw.
Harrison	13th street, between V and W streets nw.	Miss A. L. Sargent, 945 Rhode Island avenue nw.
Phelps	Vermont avenue, between T and U streets nw.	Miss C. L. Garrison, 944 S street nw.
Thomson	12th street, between K and L streets nw.	(See Franklin School.)

SECOND DIVISION.

Supervising principal, Mr. N. P. GAGE.

Office, Seaton School; residence, 1126 Fifth street northwest.

Name of building.	Location of building.	Name of principal.
Seaton	I street, between 2d and 3d streets nw.	Miss F. L. Hendley, 1216 L street nw.
Henry	P street between 6th and 7th streets nw.	Miss E. K. Scott, 1111 11th street nw.
Webster	10th and H streets nw	Miss S. B. Kent, 939 H street nw.
Abbot	6th street and New York avenue nw.	Miss A. A. Chesney, 614 Q street nw.
Morse	R and 5th streets nw	Miss Metella King, 721 Irving street nw.
Polk	7th and P streets nw	Miss F. M. Roach, 1207 5th street nw.
Twining	3d street, between N and O streets nw.	Miss Adelaide Davis, 425 New Jersey avenue se.

THIRD DIVISION.

Supervising principal, Mr. A. T. STUART.

Office, Wallach School; residence, 16 Fourth street southeast.

Wallach	D street, between 7th and 8th streets se.	Miss Annie Beers, 117 4th street se.
Peabody	C and 5th streets ne	Miss M. A. Aukward, 128 D street se.
Brent	3d and D streets se	Miss A. L. Grant, 507 East Capitol street.
Carbery	5th street, between D and E streets ne.	Miss M. E. Little, 710 A street ne.
Lenox	5th street and Virginia avenue se	Miss V. L. Nourse, 415 C street se.
McCormick	3d street, between M and N streets se.	Miss R. G. Carraher, 512 6th street sw.
Maury	B street, between 12th and 13th streets ne.	Miss M. G. Kelly, 715 East Capitol street.
Towers	8th and C streets se	Miss N. M. Mack, 624 A street se.

FOURTH DIVISION.

Supervising principal, Mr. ISAAC FAIRBROTHER.

Office, Jefferson School; residence, 416 Tenth street southwest.

Jefferson	D and 6th streets sw	Mr. H. T. A. Lemon, 629 G street sw.
Amidon	F and 6th streets sw	Mr. C. A. Johnson, 2011 S street nw.
Bradley	13½ street, between C and D streets sw.	Mr. C. F. Zimmele, 205 9th street sw.
Greenleaf	4½ street, between M and N streets sw.	Mr. C. N. Thompson, 943 Virginia avenue sw.
Smallwood	I street, between 3d and 4½ streets sw.	Mr. S. E. Kramer, 1512 13th street nw.
Potomac	12th street, between Maryland avenue and E street sw.	Miss M. E. Garrett, 718 B street sw.

FIFTH DIVISION.

Supervising principal, Mr. B. T. JANNEY.

Office, 3017 O street northwest; residence, 1671 Thirty first street northwest.

Grant	G street, between 21st and 22d streets nw.	Mr. S. M. Ryder, 33 R street nw.
Addison	P street, between 32d and 33d streets nw.	Miss E. M. Chase, 300 R street ne.
Corcoran	28th street, between M street and Olive avenue nw.	Miss M. F. Gore, 812 21st street nw.
Fillmore	35th street, between U and V streets nw.	Miss T. C. Roeser, 929 New York avenue.
Jackson	U street, between 30th and 31st streets nw.	Mrs. L. A. Bradley, 936 I street nw.
Weightman	23d and M streets nw	Miss F. L. Reeves, 730 22d street nw.
High Street	32d and S streets nw	Miss H. B. Bell, 3307 O street nw.
Threlkeld	36th street and Prospect avenue nw.	Miss C. M. Toomey, 1316 Kenesaw avenue.
Blunt	3017 O street nw	Miss M. H. Llufrio, 1501 Caroline street nw.

SCHOOL DIRECTORY.

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CLERK.

J. G. FALCK, Franklin School.

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Director of sewing	M. W. Cate (Mrs.)	217 I street nw.
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Harrison	13th street, between V and W streets nw.	Miss A. L. Sargent, 945 Rhode Island avenue nw.
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Webster	10th and H streets nw	Miss S. B. Kent, 939 H street nw.
Abbot	6th street and New York avenue nw.	Miss A. A. Chesney, 614 Q street nw.
Morse	R and 5th streets nw	Miss Metella King, 721 Irving street nw.
Polk	7th and P streets nw	Miss F. M. Roach, 1207 5th street nw.
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Carbery	5th street, between D and E streets ne.	Miss M. E. Little, 710 A street ne.
Lenox	5th street and Virginia avenue se	Miss V. L. Nourse, 415 C street se.
McCormick	3d street, between M and N streets se.	Miss R. G. Carraher, 512 6th street sw.
Maury	B street, between 12th and 13th streets ne.	Miss M. G. Kelly, 715 East Capitol street.
Towers	8th and C streets se	Miss N. M. Mack, 624 A street se.

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Bradley	13½ street, between C and D streets sw.	Mr. C. F. Zimmele, 205 9th street sw.
Greenleaf	4½ street, between M and N streets sw.	Mr. C. N. Thompson, 943 Virginia avenue sw.
Smallwood	I street, between 3d and 4½ streets sw.	Mr. S. E. Kramer, 1512 13th street nw.
Potomac	12th street, between Maryland avenue and E street sw.	Miss M. E. Garrett, 718 B street sw.

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Office, 3017 O street northwest; residence, 1671 Thirty first street northwest.

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Fillmore	35th street, between U and V streets nw.	Miss T. C. Roeser, 929 New York avenue.
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Weightman	23d and M streets nw	Miss F. L. Reeves, 730 22d street nw.
High Street	32d and S streets nw	Miss H. B. Bell, 3307 O street nw.
Threlkeld	36th street and Prospect avenue nw	Miss C. M. Toomey, 1316 Kenesaw avenue.
Blunt	3017 O street nw	Miss M. H. Llufrio, 1501 Caroline street nw.

SIXTH DIVISION.

Supervising principal, Mr. W. B. PATTERSON.

Office, Gales School; residence, 526 Eighth street northeast.

Name of building.	Location of building.	Name or principal.
Gales	1st and G streets nw	Miss K. T. Brown, 635 I street nw.
Arthur	Arthur Place nw	Miss Miranda Steele, 218 Indiana avenue.
Blair	I street, between 6th and 7th streets ne.	Miss E. F. Goodwin, 1101 K street nw.
Blake	North Capitol street, between K and L streets nw.	Miss M. E. Bond, 813 1st street nw.
Madison	10th and G streets ne	Miss H. P. Johnson, 12 Grant place nw.
Pierce	G and 14th streets ne	Miss Virginia Emory, 931 O street nw.
Taylor	7th street, near G street ne	Miss E. C. Dyer, 1702 9th street nw.
Hamilton	Bladensburg road, county	Miss E. P. Kirk, 819 R street nw.
Langdon	Langdon, D. C	Miss A. M. Sisson, 440 K street nw.

SEVENTH DIVISION.

(*County.*)

Supervising principal, Mr. J. R. KEENE.

Office, Monroe School; residence, Brightwood, D. C.

White.		
Brightwood	Brightwood, D. C	Mr. W. E. Nalley, Brightwood, D. C.
Brookland	Brookland, D. C	Mr. C. K. Finckel, 615 Spruce street nw.
Conduit Road	Conduit road	Mr. H. W. Draper, 2024 I street nw.
Johnson, Mt. Pleasant	Mount Pleasant, D. C	Miss C. G. Brewer, 1022 12th street nw.
Monroe	Stenben street, between Brightwood and Sherman avenues.	Mr. Horton Simpson, 6 Iowa Circle.
Tenley	Tenleytown	Mr. W. B. Ireland, Chevy Chase, Md.
Woodburn	Riggs and Blair roads	Miss H. E. King, 5th and Morrison streets nw.
Colored.		
Brightwood	Military road	Mr. A. P. Lewis, 1809 13th street nw.
Fort Slocum	Fort Slocum	Mr. R. L. Mitchell, 2213 7th street nw.
Grant Road	Grant road, near Connecticut avenue extended.	Mrs. L. I. Hawkesworth, 1144 15th street nw.
Ivy City	Ivy City, D. C	Mr. A. O. Stafford, 2234 11th street nw.
Little Falls Road	Little Falls road	Mr. U. G. Black, 1940 11th street nw.
Mott	6th and Trumbull streets nw	Dr. W. B. Evans, 1926 12th street nw.
Wilson	Central avenue, between Erie and Superior streets.	Mr. F. L. Cardozo, jr., 2306 6th street nw.

EIGHTH DIVISION.

(*City and county.*)

Supervising principal, Mr. J. T. FREEMAN.

Office, Tyler School; residence, Kensington, Md.

White.		
Buchanan	E street, between 13th and 14th streets se.	Miss S. A. Tichenor, Mount Vernon Flats.
Crauch	12th and G streets se	Miss M. J. Peabody, 725 13th street se.
Tyler	11th street, between G and I streets se.	Miss S. A. Langley, 311 6th street se.
Benning	Benning, D. C	Mr. J. H. Voorhees, Benning, D. C.
Congress Heights	Congress Heights, D. C	Mr. H. F. Lowe, 931 Florida avenue, nw.
Good Hope	Good Hope, D. C	Miss M. E. McCormick, 224 N street nw.
Van Buren and annex.	Anacostia, D. C	Mr. S. M. Ely, 409 G street nw.
Colored.		
Benning Road	Near Benning, D. C	
Birney, Hillsdale	Howard avenue, Hillsdale, D. C	Mr. J. E. Syphax, 1631 L street nw.
Burrville	Burrville, D. C	Miss F. J. Smith, 1524 Pierce place nw.
Garfield	Garfield, D. C	Mr. H. W. Lewis, 1115 Q street nw.
		Dr. F. J. Cardozo, 301 2d street sw.

NINTH, TENTH, AND ELEVENTH DIVISIONS (*Colored*).

SUPERINTENDENT.

G. F. T. COOK, Sumner School.

CLERK.

J. W. F. SMITH, Sumner School.

DIRECTORS OF SPECIAL WORK.

Music	H. F. Grant	1215 W street nw.
	J. T. Layton	1722 10th street nw.
Director of drawing	T. W. Hunster	15th street and Kenesaw avenue.
Director of manual training	J. H. Hill	227 Wilson street nw.
Director of cooking	M. B. Cook (Miss)	215 Prince street, Alexandria, Va.
Director of sewing	C. E. Syphax (Miss)	1447 Pierce place nw.
Director of physical culture	Hattie B. George (Miss)	619 B street ne.

HIGH AND NORMAL SCHOOLS.

Name of building.	Location of building.	Name of principal.
Normal School	Magruder School, M street near 17th street nw.	Miss L. E. Moten, 728 4th street nw.
High School	M street, between 1st street and New Jersey avenue nw.	Dr. W. S. Montgomery, 1912 11th street nw.

NINTH DIVISION.

Supervising principal, Mr. H. P. MONTGOMERY.

Office, Sumner School; residence, 1928 Eleventh street northwest.

Sumner	M and 17th streets nw	Miss M. E. Gibbs, 1741 20th street nw.
Stevens	21st street, between K and L streets nw.	Mr. J. B. Clark, 1633 11th street nw.
Briggs	E and 22d streets nw	Miss K. U. Alexander, 1512 Pierce place nw.
Garrison	12th street, between R and S streets nw.	Mr. F. L. Cardozo, 2216 13th street nw.
Magruder	M street, between 16th and 17th streets nw.	Miss A. M. Mason, 2218 I street nw.
Phillips	N street, between 27th and 28th streets nw.	Miss G. F. Smith, 1613 Madison street nw.
Wormley	Prospect street, between 33d and 34th streets nw.	Miss A. T. Howard, 2209 14th street nw.

TENTH DIVISION.

Supervising principal, Dr. J. H. N. WARING.

Office, John F. Cook School; residence, 1932 Eleventh street northwest.

John F. Cook	O street, between 4th and 5th streets nw.	Miss Lucinda Cook, 2232 6th street nw.
Banneker	3d street, between K and L streets nw.	Mr. J. W. Cromwell, 1439 Pierce place nw.
Douglass	1st and Pierce streets nw	Miss H. A. Hebbron, 1137 24th street nw.
Garnet	U and 10th streets nw.	Miss E. F. G. Merritt, 1109 I street nw.
Jones	L and 1st streets nw	Miss K. C. Lewis, 1823 Vermont avenue.
Logan	3d and G streets ne	Mr. J. C. Nalle, 1429 Pierce place, nw.
Lovejoy	12th and D streets ne	Miss G. A. Dyson, 101 7th street se.
Patterson	Vermont avenue, near U street nw	Miss C. H. Patterson, 1532 15th street nw.
Slater	P street, between North Capitol and 1st streets nw.	Miss C. T. Chase, 822 13th street ne.

ELEVENTH DIVISION.

Supervising principal, Mr. E. W. BROWN.

Office, Lincoln School; residence, 924 Twenty fourth street northwest.

Name of building.	Location of building.	Name of principal.
Lincoln	C and 2d streets se	Miss M. P. Shadd, 2110 14th street nw.
Randall	I and 1st streets sw	Miss M. E. Tucker, 413 B street se.
Ambush	L street, between 6th and 7th streets sw.	Miss A. S. Bailey, 421 8th street sw.
Anthony Bowen	E and 9th streets sw	Miss J. C. Grant, 1448 Pierce place nw.
Bell	1st street, between B and C streets sw.	Miss L. F. A. Dyson, 101 7th street se.
Giddings	G street, between 3d and 4th streets se.	Miss L. A. Smith, 1624 11th street nw.
Payne	C and 15th streets se	Mr. M. G. Lucas, Anacostia, D. C.

REPORT OF THE BOARD OF TRUSTEES, PUBLIC SCHOOLS.

WASHINGTON, D. C., *December 5, 1896.*

GENTLEMEN: The board of trustees of the public schools of the District of Columbia have the honor to present herewith their annual report for the school year ending June 30, 1896, together with the report of the superintendents, the director of the high schools, the supervising principals, and the heads of the departments of special instruction.

These accompanying reports are full of facts and recommendations suggested by the experience of years, and we ask for them the careful consideration they deserve.

ATTENDANCE.

The year has been a prosperous one in school work, and happily without disturbance from contagious diseases or epidemic of any kind in the District.

The total number of pupils attending the day schools was 42,464, and the whole number attending the night schools 3,109. Last year the number of day pupils was 41,557, and the night pupils 2,583. The free text-books for the pupils have perhaps to some extent increased the attendance. It is quite clear that the success of this feature confirms the wisdom of its adoption.

The total cost of maintaining all the public schools of the District, with all the supplies furnished for the year (not including the cost of erecting new buildings), was $897,009.68, making the average cost to each pupil $20.93. This may seem to many to be a large sum of money to expend in one year for schools, but to those who have carefully considered the matter and have observed the strict economy practiced in every detail, it seems almost incredible that so much good, thorough, valuable work has been accomplished with so little means.

SALARY OF TEACHERS.

The average salary of teachers is less here at the capital city of the nation than in many of the cities of the States; and this enables us to provide more teachers with the same school fund than can be provided in such cities. But the question is asked the lawmakers, whether it is justice to this faithful and hard-worked profession that the Government should economize too much at their expense?

ASSISTANT SUPERINTENDENT.

As this board has before suggested, the labors that seem of necessity laid upon Superintendent Powell are exceedingly heavy, and should be lightened by providing an assistant to take charge of many of the business details now attended to by him personally. This would give him time for the more advanced educational work for which his experience and qualifications eminently fit him; and it is poor economy to keep him engaged in routine matters of business when a young business man could as well do this work for a much less salary.

In this same connection they call attention to what is said in the superintendent's report with reference to a public conveyance for the use of the schools. It would be a saving of valuable time, and money as well, if a horse and wagon could be provided for daily use in the distribution of text-books and other supplies to the various schools.

MORE SCHOOL ROOMS NECESSARY.

The crowded condition of many of the school buildings, and the injustice imposed upon many of the younger pupils by giving them a half day in school when they should have a full day, make it necessary to provide more new buildings.

The overcrowded schools now most noticeable are the following:

Grant, G between Twenty first and Twenty second streets northwest.

Morse, R and Fifth streets northwest.

Pierce, Blair, and Madison, in the vicinity of Bladensburg pike and Bennings road.

Peabody, C and Fifth streets northeast.

Besides these, more rooms or new buildings are needed in Eckington, on the Grant road, and at Bennings.

REPAIRS TO BUILDINGS.

One item in the estimates to which the Board would direct special attention is that of $50,000 for repairs to buildings. In years past the amounts appropriated have been altogether insufficient, to the serious detriment of the schools generally and to the evident depreciation of school property. At this time the public school property in the District exceeds in value two millions of dollars, and to keep it in repair for a less sum annually than $50,000 is not possible. It is hoped that Congress will not cripple this essential work by insisting upon another small appropriation.

MANUAL TRAINING SCHOOLS.

Perhaps the greatest need in the way of facilities for the District schools at the present time, are suitable buildings for manual training schools. In this respect Washington is far behind other progressive cities in the States. Estimates have been carefully presented for this and the board of trustees desire to urge that all proper efforts be made to secure these buildings in the near future.

KINDERGARTENS.

The board again calls attention to the desirability of having public kindergartens established in connection with the other schools.

While the first grade teaching is now, in some respects, based upon the principles of the kindergarten, it is thought that the attendance of younger pupils and the training of them in advance of their entry into our primary schools, would soon be manifest in the better work of all the grades.

The proper education of a child can not be begun too early.

COMPULSORY ATTENDANCE.

We also suggest to the Commissioners the propriety of asking Congress to enact an adequate compulsory attendance law in lieu of that now on the statute books.

MEDICAL INSPECTION.

Another very important matter for the welfare of the schools, as well as of the patrons, is to have frequent inspection of buildings and schools by medical experts officially appointed.

They should not only examine carefully the pupils as to their capacity for seeing and hearing, and make the necessary suggestions to correct any defects, but they should see that children had suitable seats and desks; a supply of light in the proper manner; rooms for study, and retiring rooms, cloakrooms, and playgrounds well ventilated; and above all, they should be within call of the teacher on the first symptoms of contagious disease, so that the sick pupil may be protected and cared for and the well ones guarded from contact with him.

Perhaps this matter might be placed in charge of the health officer, but it should be the duty of somebody to supply this demand in a thorough and practical manner.

The statutory provision of this character and its good results in the city of Boston are pointed out in the report of Superintendent Powell.

Washington schools are necessarily looked upon by the many transient residents from the States north, south, east, and west as model schools. They become object lessons for the school teachers of the nation, and for this reason should be the best equipped, best taught, and best regulated and supervised of any public schools anywhere. Their present success is largely due to the intelligent interest shown in them by the Commissioners and the kindly assistance their efforts have secured from Congress. The board of trustees asks for a continuation of this interest and assistance in order that the schools may keep pace with the growth of the city and the nation.

Respectfully submitted.

J. W. WHELPLEY,
President Board Trustees.

The COMMISSIONERS OF THE DISTRICT OF COLUMBIA.

REPORT OF SUPERINTENDENT W. B. POWELL.

GENTLEMEN: I have the honor herewith to present a report showing the condition of the public schools of the District of Columbia attended by the white children of the city and those attended by the white and the colored children of the county, under the one supervision, for the year ending June 30, 1896. I precede this report by a statement of summaries giving the view of all the pupils of the District, being made by uniting the facts presented by Superintendent Cook of the colored schools of the city with those of my own report. This summarized view is made for your convenience especially and that of the Honorable Commissioners and of the Congressional committees:

Population of the District of Columbia (estimated)	275,000
Assessed valuation of taxable property (1895)	$188,922,343
Number of days school was open	182
Number of pupils enrolled:	
First six divisions	29,588
Seventh and eighth divisions	12,876
Total	42,464
Number of white pupils (male, 13,265; female, 14,024)	27,289
Number of colored pupils (male, 6,617; female, 8,558)	15,175
Total (male, 19,882; female, 22,582)	42,464
Number of pupils in city schools (white, 24,498; colored, 12,876)	37,374
Number of pupils in county schools (white, 2,791; colored, 2,299	5,090
Total (white, 27,289; colored, 15,175)	42,464
Number of male pupils (white, 13,265; colored, 6,617)	19,882
Number of female pupils (white, 14,024; colored, 8,558)	22,582
Total	42,464

	Male.	Female.	Total.
Number of pupils in normal schools	10	80	90
Number of pupils in high schools	1,137	1,763	2,900
Number of pupils in grades below the high schools	18,735	20,739	39,474
Total	19,882	22,582	42,464

Per cent of teachers: White, 66.7; colored, 33.3; total, 100. Male, 13.19; female, 86.81; total, 100.

ENROLLMENT.

The number of pupils enrolled was 42,464—27,289 white and 15,175 colored. This shows an increase of 907, or 2.18 per cent, over the enrollment of the previous year.

The average enrollment was 34,643, or 2.36 per cent above that of the year previous.

The average number of pupils in daily attendance was 32,153.

TEACHERS.

There were employed 1,031 teachers, as follows:

	Male.	Female.	Total.
First six divisions	94	640	734
Seventh and eighth divisions	42	255	297
Total	136	895	1,031
Number of white teachers	79	609	688
Number of colored teachers	57	286	343
Total	136	895	1,031
City schools:			
White	68	555	623
Colored	42	255	297
Total	110	809	920
County schools:			
White	11	54	65
Colored	15	31	46
Total	26	85	111

The teachers employed were distributed as follows:

	White.	Colored.	Total.
Supervisors	10	3	13
Normal schools	7	5	12
High schools	91	24	115
Grammar schools	226	83	309
Primary schools	292	197	489
Drawing	7	5	12
Music	6	3	9
Health exercises	5	3	8
Manual training	16	8	24
Cooking	12	5	17
Sewing	15	7	22
Assistant to supervisors	1	.....	1
Total	688	343	1,031

The day schools cost—

For teachers and supervisors, including office force	$714,367.23
For janitors	54,525.91
For rent	14,736.50
For fuel	34,623.33
For incidental expenses, including insurance, general supplies, printing, etc	27,949.05
For free text-books and supplies	34,857.35
For industrial instruction, including manual training, cooking, and sewing	7,952.57
For furniture	7,997.74
For buildings and repairs to buildings	185,601.12
Total	1,082,610.80

The relative numbers enrolled in the different grades of our schools are shown by the following:

Per cent of whole enrollment.

Schools.	White.	Colored.
In normal schools	0.22	0.20
In high schools	8.15	4.45
In grammar schools	37.46	25.95
In primary schools	54.17	69.40
Total	100.00	100.00

There were enrolled in the night schools 1,427 white and 1,682 colored persons. These were taught by 58 teachers, of whom 27 were white and 31 colored.

The night schools cost—

For teachers	$6,000.00
For incidental expenses	487.73
Total	6,487.73

The day schools were in session 182 days; the night schools were open 56 nights in the first six divisions, and 48 nights in the seventh and eighth divisions.

The total number of persons benefited by the schools was 45,573.

TABLE I.—*Showing attendance and cost of white and colored schools.*

	White.	Colored.	Total.
Whole enrollment:			
Normal schools	60	30	90
High schools	2,225	675	2,900
Grammar and primary schools	25,004	14,470	39,474
Total	27,289	15,175	42,464
Increase for the year	386	521	907
Per cent of increase	1.43	3.55	2.18
Average enrollment:			
Normal schools	60	30	90
High schools	1,875	594	2,469
Grammar and primary schools	20,741	11,343	32,084
Total	22,676	11,967	34,643
Increase for the year	452	347	799
Per cent of increase	2.03	2.99	2.36
Average attendance:			
Normal schools	51	29	80
High schools	1,697	569	2,266
Grammar and primary schools	19,110	10,697	29,807
Total	20,858	11,295	32,153
Increase for the year	412	392	804
Per cent of increase	2.01	3.59	2.56

TABLE I.—*Showing attendance and cost of white and colored schools*—Continued.

	White.	Colored.	Total.
Whole enrollment:			
Boys	13,265	6,617	19,882
Girls	14,024	8,558	22,582
Total	27,289	15,175	42,464
Whole enrollment in the night schools	1,427	1,682	3,109
Grand total	28,716	16,857	45,573
Number of teachers:			
Male	79	57	136
Female	609	286	895
Total	688	343	1,031
Night schools	27	31	58
Grand total	715	374	1,089
School buildings:			
Owned	63	34	97
Rented	9	3	12
Total	72	37	109
Schoolrooms:[1]			
Owned	465	244	709
Rented	62	24	86
Total	527	268	795
Cost of tuition per pupil, including supervision (based on average enrollment)			$20.62
Cost per pupil for all expenses, except repairs and permanent improvements (based on average enrollment)			25.89

[1] Not including high schools.

TABLE II.—*Whole enrollment of pupils in the several kinds and grades of schools for the school year ending June 30, 1896.*

	White.	Colored.	Total.
Normal schools	60	30	90
High schools	2,225	675	2,900
Total	2,285	705	2,990
Grammar schools, city:			
Eighth grade	1,872	539	2,411
Seventh grade	2,136	741	2,877
Sixth grade	2,515	1,000	3,515
Fifth grade	2,790	1,169	3,959
Total	9,313	3,449	12,762
Primary schools, city:			
Fourth grade	2,841	1,611	4,452
Third grade	2,967	1,921	4,888
Second grade	2,926	2,329	5,255
First grade	4,166	2,861	7,027
Total	12,900	8,722	21,622
County schools	2,791	2,299	5,090
Grand total	27,289	15,175	42,464

TABLE III.—*Whole enrollment of pupils, boys and girls, white and colored, in the District of Columbia, by grades, for the school year ending June 30, 1896.*

	Whole enrollment.			
	Boys.	Girls.	Total.	Per cent.
Normal schools	10	80	90	0.21
High schools	1,137	1,763	2,900	6.83
Eighth grade	1,198	1,460	2,658	6.26
Seventh grade	1,407	1,792	3,199	7.53
Sixth grade	1,729	2,171	3,900	9.19
Fifth grade	2,113	2,291	4,404	10.37
Fourth grade	2,443	2,612	5,055	11.90
Third grade	2,697	2,990	5,687	13.39
Second grade	3,000	3,099	6,099	14.38
First grade	4,148	4,324	8,472	19.94
Total	19,882	22,582	42,464	100.00
SUMMARY.				
Normal and high schools	1,147	1,843	2,990	7.04
Grammar schools	6,447	7,714	14,161	33.35
Primary schools	12,288	13,025	25,313	59.61
Total	19,882	22,582	42,464	100.00

The number of schools below the high schools was as follows:

	White.	Colored.	Total.
Grammar schools, city:			
Eighth grade	43	10	53
Seventh grade	46	16	62
Sixth grade	54	21	75
Fifth grade	59	22	81
Total	202	69	271
Primary schools, city:			
Fourth grade	57	31	88
Third grade	61	36	97
Second grade	68	45	113
First grade	78	59	137
Total	265	171	436
County schools	61	46	107
Grand total	528	286	814
Number of whole-day schools	390	180	570
Number of half-day schools	138	106	244
Total	528	286	814

The average number of pupils (based on the whole enrollment) was as follows:

	White.	Colored.	Total.
High schools (to a teacher, excluding principal)	24.7	29.3	25.6
Grammar schools, city:			
Eighth grade	43.5	53.9	45.5
Seventh grade	44.2	46.3	46.4
Sixth grade	46.6	47.6	46.8
Fifth grade	47.3	53.1	48.8
Primary schools, city:			
Fourth grade	49.8	51.9	50.6
Third grade	48.6	53.3	50.4
Second grade	43.0	51.7	46.5
First grade	52.7	48.5	50.9
County schools	45.7	49.9	47.5

One thousand and thirty-one teachers were employed, as follows:

	White.	Colored.	Total.
Supervising principals	10	3	13
Normal schools	7	5	12
High schools	91	24	115
Total	108	32	140
Grammar schools, city:			
Eighth grade	43	10	53
Seventh grade	46	16	62
Sixth grade	54	21	75
Fifth grade	59	22	81
Total	202	69	271
Primary schools, city:			
Fourth grade	55	31	86
Third grade	59	34	93
Second grade	66	42	108
First grade	75	58	133
Total	255	165	420
County schools	61	46	107
Teachers of music	6	3	9
Teachers of drawing	7	5	12
Teachers of manual training	16	8	24
Teachers of cookery	12	5	17
Teachers of sewing	15	7	22
Teachers of physical culture	5	3	8
Assistant to supervisors	1	.....	1
Grand total	688	343	1,031

The cost of the schools, for supervision and teaching, was as follows:

	White.	Colored.	Total.
Supervision:			
1 superintendent	$3,300.00	$2,250.00	$5,550.00
8 supervising principals, each $2,000	16,000.00	.....	16,000.00
3 supervising principals, each $2,000	.....	6,000.00	6,000.00
1 supervising principal	1,500.00	.....	1,500.00
1 assistant supervising principal	800.00	.....	800.00
1 assistant to supervisors	600.00	.....	600.00
1 clerk	1,200.00	800.00	2,000.00
1 messenger	300.00	200.00	500.00
Total	23,700.00	9,250.00	32,950.00
Cost per pupil, estimated on average enrollment	[1].97	[2].89	.95
Tuition:			
Normal schools—			
Principals	1,500.00	1,500.00	3,000.00
2 teachers	2,000.00	.....	2,000.00
2 teachers	1,700.00	.....	1,700.00
2 teachers	.....	1,600.00	1,600.00
1 teacher	.....	700.00	700.00
2 teachers	1,300.00	.....	1,300.00
1 teacher	.....	600.00	600.00
Total	[3] 6,500.00	[4] 4,400.00	10,900.00
Cost per pupil, estimated on average enrollment	22.47	43.33	29.43
High schools—			
Principals	2,500.00	1,800.00	4,300.00
90 teachers	80,820.00	.....	80,820.00
21 teachers	.....	18,537.23	18,537.23
Total	83,320.00	20,337.23	103,657.23
Cost per pupil, estimated on average enrollment	44.43	34.23	41.98
Grammar schools, city:			
43 eighth, 46 seventh, 54 sixth, 59 fifth grade schools	167,325.00	.....	167,325.00
10 eighth, 16 seventh, 21 sixth, 22 fifth grade schools	.....	55,850.00	55,850.00
Total	167,325.00	55,850.00	223,175.00
Cost per pupil, estimated on average enrollment	20.96	20.33	20.80
Primary schools, city:			
57 fourth, 61 third, 68 second, 78 first grade schools	[5] 131,050.00	.....	131,050.00
31 fourth, 36 third, 45 second, 59 first grade schools	.....	[6] 85,255.00	85,255.00
Total	131,050.00	85,255.00	216,305.00
Cost per pupil, estimated on average enrollment	12.22	12.30	12.26
Special teachers:			
6 music teachers, 7 drawing teachers, 5 teachers of physical culture	14,000.00	.....	14,000.00
3 music teachers, 5 drawing teachers, 3 teachers of physical culture	.....	8,200.00	8,200.00
Total	14,000.00	8,200.00	22,200.00
Cost per pupil, estimated on average enrollment	[1].57	[2].79	.64

[1] First six divisions.
[2] Seventh and eighth divisions.
[3] Includes the cost of teaching ten practice schools, $5,151.40.
[4] Includes the cost of teaching five practice schools, $3,100.
[5] To be increased by the cost of teaching ten practice schools, $5,151.40.
[6] To be increased by the cost of teaching five practice schools, $3,100.00.

	White.	Colored.	Total.
Tuition—Continued.			
Manual training—			
Carpentry, 14; metal working, 2; cookery, 12; sewing, 15	$28,675.00	.....	$28,675.00
Carpentry, 6; metal working, 2; cookery, 5; sewing, 7	.....	$13,100.00	13,100.00
Total	28,675.00	13,100.00	41,775.00
Cost per pupil, estimated on average enrollment	[1]1.18	[2]1.27	1.20
County schools—			
61 teachers	38,545.00	.....	38,545.00
46 teachers	.....	26,982.50	26,982.50
Total	38,545.00	26,982.50	65,527.50
Cost per pupil, estimated on average enrollment	18.86	16.14	17.64

[1] First six divisions. [2] Seventh and eighth divisions.

Summary:

Total cost of instruction, including supervision	$714,367.23
Whole number of pupils enrolled	42,464
Average number of pupils enrolled	34,643
Average daily attendance	32,153
Average cost of instruction, including supervision, estimated on—	
1. Whole enrollment	$16.82
2. Average enrollment	20.62
3. Average daily attendance	22.21

Janitors.

Total amount expended	$54,525.91

Contingent expenses.

Total amount expended	$27,949.05
Average amount per pupil (estimated on average enrollment)	.80

Free text-books.

Total amount expended	$34,857.35
Average amount per pupil (estimated on average enrollment)	1.00

Industrial instruction.

Total amount expended	$7,952.57

Fuel.

Total amount expended	$34,623.33

Rent.

Total amount expended	$14,736.50

Furniture.

Total amount expended	$7,997.74

SUMMARY.

Amount expended, grand total	$897,009.68
Average cost per pupil (including all high and normal schools) for all expenses except repairs and permanent improvements:	
1. On whole enrollment	21.12
2. On average enrollment	25.89
3. On average daily attendance	27.89

SUPERVISION.

The cost of supervision was:

One superintendent (white)	$3,300.00
One superintendent (colored)	2,250.00
Eight supervising principals (white), each $2,000	16,000.00
Three supervising principals (colored), each $2,000	6,000.00
One director of primary work (white)	1,500.00
One assistant director of primary work (white)	800.00
One assistant to supervisors	600.00
One clerk (white)	1,200.00
One clerk (colored)	800.00
One messenger (white)	300.00
One messenger (colored)	200.00
Total cost of supervision	32,950.00
Average cost of supervision per pupil (estimated on average enrollment, 34,643)	.95

Normal school (first six divisions).

Number of teachers trained	60
Average attendance	51
Number of teachers employed	7
Average salary	$928.57

Normal school (seventh and eighth divisions).

Number of teachers trained	30
Average attendance	29
Number of teachers employed	5
Average salary	$880

High schools (first six divisions).

Number of pupils enrolled (girls, 1,286; boys, 939)	2,225
Average enrollment	1,846
Average attendance	1,721
Per cent. of attendance	93.2
Average number of cases of tardiness per month	409
Number of teachers employed	91
Average salary paid	$915.60
Cost of tuition per pupil (estimated on average enrollment)	$44.43

High school (seventh and eighth divisions).

Number of pupils enrolled (girls, 477; boys, 198)	675
Average enrollment	594
Average attendance	569
Per cent. of attendance	95.7
Average number of cases of tardiness per month	50
Number of pupils dismissed	1
Number of teachers employed	24
Average salary paid	$847.38
Cost of tuition per pupil (estimated on average enrollment)	$34.23

Grammar and primary schools.

	White.	Colored.	Total.
Number of pupils enrolled	25,004	14,470	39,474
Average enrollment	20,741	11,343	32,084
Average attendance	19,110	10,697	29,807
Per cent. of attendance	92.3	94.6	93.1
Average number of cases of tardiness per month	1,952.6	562.9	2,515.5
Number of pupils dismissed	3	3	6
Number of cases of corporal punishment	15	93	108
Number of teachers employed	528	286	814
Average salary paid	$638.10	$587.71	$620 40
Average number of pupils to a teacher (estimated on average enrollment)	39.3	39.6	39.4
Cost of tuition per pupil (estimated on average enrollment)	$16.24	$14.82	$15.74

Special teachers.

	White.	Colored.	Total.
Drawing	7	5	12
Music	6	3	9
Teachers of physical culture	5	3	8
Average salary paid:			
Drawing	$892.85	$680.00	$804.18
Music	745.83	900.00	792.22
Teachers of physical culture	655.00	700.00	671.87
Average cost per pupil for special tuition (estimated on average enrollment)	.57	.79	.64

TABLE IV.—*Whole enrollment of colored pupils in the District of Columbia, by grades, for the school year ending June 30, 1896.*

	Whole enrollment.			
	Boys.	Girls.	Total.	Per cent.
Normal school	7	23	30	0.20
High school	198	477	675	4.45
Eighth grade	271	346	617	4.07
Seventh grade	375	483	858	5.65
Sixth grade	486	652	1,138	7.50
Fifth grade	575	751	1,326	8.74
Fourth grade	844	1,042	1,886	12.43
Third grade	1,037	1,290	2,327	15.33
Second grade	1,198	1,520	2,718	17.91
First grade	1,626	1,974	3,600	23.72
Total	6,617	8,558	15,175	100.00
SUMMARY.				
Normal and high schools	205	500	705	4.65
Grammar schools	1,707	2,252	3,939	25.96
Primary schools	4,705	5,826	10,531	69.39
Total	6,617	8,558	15,175	100.00

TABLE V.—*Growth of the schools since the year 1880.*

School year ending June 30—	Average number of pupils enrolled.					
	First six divisions.		Seventh and eighth divisions.		Total.	
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.
1880	15,027	.....	6,573	.....	21,600	.....
1881	15,494	3.10	6,567	.....	22,061	2.13
1882	16,063	3.60	6,763	2.98	22,826	3.46
1883	16,524	2.80	7,070	4.53	23,594	3.36
1884	16,642	.71	7,225	2.19	23,867	1.11
1885	17,468	4.90	7,689	6.42	25,157	5.40
1886	18,720	7.10	8,191	6.52	26,911	6.97
1887	19,285	3.00	8,448	3.13	27,733	3.05
1888	19,762	2.40	8,791	4.06	28,553	2.95
1889	20,477	3.60	9,088	3.37	29,565	3.54
1890	21,077	2.90	9,289	2.21	30,366	2.70
1891	21,599	2.60	9,702	4.25	31,301	3.07
1892	22,264	3.00	9,942	2.47	32,206	2.89
1893	22,395	.59	10,097	1.56	32,492	.89
1894	23,483	4.85	10,141	.43	33,624	3.48
1895	23,798	1.32	10,046	[1].94	33,844	.65
1896	24,347	2.26	10,296	2.48	34,643	2.36

[1] Decrease.

TABLE VI.—*Average enrollment of pupils in the white and colored schools and the number of teachers employed for each year since the year 1880.*

School year ending June 30—	Average enrollment.						Teachers.	
	First six divisions.		Seventh and eighth divisions.		Total.		Whole number employed.	Increase.
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.		
1880	15,027	.....	6,573	.....	21,600	.....	434	.....
1881	15,494	3.10	6,567	.....	22,061	2.13	461	27
1882	16,063	3.60	6,763	2.98	22,826	3.46	485	24
1883	16,524	2.80	7,070	4.53	23,594	3.36	505	20
1884	16,642	.71	7,225	2.19	28,867	1.11	525	20
1885	17,468	4.90	7,689	6.42	25,157	5.40	555	30
1886	18,720	7.10	8,191	6.52	26,911	6.97	595	40
1887	19,285	3.00	8,448	3.13	27,733	3.05	620	25
1888	19,762	2.40	8,791	4.06	28,553	2.95	654	34
1889	20,477	3.60	9,088	3.37	29,565	3.54	693	39
1890	21,077	2.90	9,289	2.21	30,366	2.70	745	52
1891	21,599	2.60	9,702	4.25	31,301	3.07	795	50
1892	22,264	3.00	9,942	2.47	32,206	2.89	845	50
1893	22,395	.59	10,097	1.56	32,492	.89	895	50
1894	23,483	4.85	10,141	.43	33,624	3.48	942	47
1895	23,798	1.32	10,046	[1].94	33,844	.65	991	49
1896	24,347	2.26	10,296	2.48	34,643	2.36	1,031	40

[1] Decrease.

TABLE VII.—*Average enrollment of pupils, the number of teachers employed, the cost of tuition, and rates of increase for each year since 1880.*

School year ending June 30—	Average enrollment.		Teachers.		Cost (excluding rent and permanent improvements).		
	Total.	Per cent of increase.	Number employed.	Increase.	Per pupil (based on average enrollment).	Aggregate amount.	Per cent of increase.
1880	21,600	.....	434	.....	$16.95	$366,199.51	.....
1881	22,061	2.13	461	27	17.28	381,314.19	4.12
1882	22,286	3.46	485	34	17.44	398,254.54	4.44
1883	23,594	3.36	505	20	17.78	419,594.60	5.35
1884	23,867	1.11	525	20	18.22	435,032.79	3.67
1885	25,157	5.40	555	30	18.66	469,550.51	7.93
1886	26,911	6.97	595	40	17.76	472,993.67	1.79
1887	27,733	3.05	620	25	19.11	509,194.01	6.52
1888	28,553	2.95	654	34	19.11	545,717.71	7.17
1889	29,565	3.54	693	39	20.11	594,774.73	8.98
1890	30,366	2.70	745	52	21.58	655,310.08	10.17
1891	31,301	3.07	795	50	21.44	671,124.08	2.41
1892	32,206	2.89	845	50	22.49	724,521.93	7.95
1893	32,492	.89	895	50	23.93	776,616.53	7.19
1894	33,624	3.48	942	47	24.56	825,992.84	6.36
1895	33,844	.65	991	49	24.78	838,757.60	1.54
1896	34,643	2.36	1,031	40	25.23	882,273.18	5.18

TABLE VIII.—*Whole enrollment of pupils in white and colored schools, the number of teachers employed, and the cost of tuition for each year since the year 1880.*

School year ending June 30—	Whole enrollment.						Teachers.		Cost (excluding rent and permanent improvement).		
	First six divisions.		Seventh and eighth divisions.		Total.		Whole number employed.	Increase.	Per pupil (based on whole enrollment).	Aggregate amount.	Per cent of increase.
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.					
1880	18,378	.....	8,061	.....	26,439	.....	434	....	$13.85	$366,199.51	.....
1881	19,153	4.2	8,146	1.05	27,299	3.2	461	27	13.96	381,314.19	4.12
1882	19,031	[1].63	8,289	1.75	27,320	.07	485	24	14.57	398,254.54	4.44
1883	19,836	4.2	8,710	5.07	28,546	4.4	505	20	14.69	419,594.60	5.35
1884	21,221	6.9	9,167	5.24	30,388	6.4	525	20	14.31	435,032.79	3.67
1885	21,267	.21	9,598	4.7	30,865	1.5	555	30	15.21	469,550.51	7.93
1886	22,198	4.3	10,138	5.62	32,336	4.7	595	40	14.78	477,993.67	1.79
1887	23,073	3.9	10,335	2	33,418	3.3	620	25	15.23	509,194.01	6.52
1888	23,810	3.1	11,040	6.71	34,850	4.28	654	34	15.65	545,717.71	7.17
1889	24,594	3.2	11,170	1.17	35,764	2.62	693	39	16.62	594,774.73	8.98
1890	25,468	3.5	11,438	2.39	36,906	3.1	745	52	17.75	655,310.08	10.17
1891	26,354	3.4	12,132	6.07	38,386	4.01	795	50	17.48	671,124.08	2.41
1892	27,398	4.3	12,280	1.21	39,678	3.36	845	50	18.26	724,521.93	7.95
1893	27,405	.14	12,329	.39	39,764	.22	895	50	19.53	776,616.53	7.19
1894	28,445	3.68	12,233	[1].78	40,678	2.29	942	47	20.30	825,992.84	6.36
1895	29,078	2.22	12,479	2.01	41,557	2.16	991	49	20.18	838,757.60	1.54
1896	29,588	1.75	12,876	3.26	42,464	2.18	1,031	40	20.59	882,273.18	5.18

[1] Decrease.

TABLE IX.—*Amount expended for rent and sites and buildings each year from the year 1880 to the year 1896, inclusive.*

School year ending June 30—	Rent.	Sites and buildings.
1880	$28,908.35	$74,998.24
1881	26,506.11	103,416.91
1882	26,472.57	253,609.73
1883	14,805.33	103,141.47
1884	8,742.50	103,563.94
1885	7,060.00	118,400.00
1886	6,919.66	61,130.04
1887	7,354.00	73,085.34
1888	10,215.44	239,115.77
1889	14,832.00	332,312.44
1890	10,000.00	240,467.39
1891	9,892.00	229,078.00
1892	9,602.00	220,344.47
1893	8,951.25	42,270.36
1894	9,825.50	66,939.60
1895	9,648.00	66,408.91
1896	14,736.50	185,601.12

FREE TEXT-BOOKS AND SUPPLIES.

The experience of the year confirms the wisdom of furnishing books and supplies for the children of the schools.

Your attention is called to the per capita cost of the books and supplies, and also to the variety of books furnished the children and the abundance of materials provided for their use. These may be seen in the detailed tabular view found below. The large amount of materials that perish by once using is especially noticeable, and shows the necessity for increased appropriation. It is to be remembered that the pupils do not use slates, this dirty and dangerous practice having been discontinued several years ago. The child can not work without materials, tools to work with.

The saving to the community at large by the care the teachers exercise in the use of these materials, together with the decreased cost by reason of wholesale prices, is very large. The supervisors, teachers, and pupils deserve renewed commendation for the care and consequent economy in the use of everything furnished. There are some exceptions, but as a rule the books and supplies are judiciously and even carefully handled. The amount of labor and care added to the duty of the supervisor by reason of having to handle so many things and so great a quantity of materials to be dealt out in detailed lots greatly increases the difficulties and perplexities of his office, consuming a large percentage of his time.

I believe it would be very great economy for the Government to furnish a horse and delivery wagon and driver, to be under the direction of the superintendent and his colleagues, the supervisors. I especially call attention to this matter.

The all-important question of health is closely related to or naturally springs from the subject of the use of books. Much care has been given to the subject by the management of the schools. Not satisfied

with fumigating books that have been carried home by the pupils whose families were suffering from contagion, many have been destroyed and in some instances books used by such pupils at the time of the existence of contagion, though not taken home, have also been destroyed.

It is true, nevertheless, that different children must use the same books and appliances by any scheme of rational education except by the expenditure of a large amount of money for the purchase of a set for each pupil. Even the unabridged dictionary, only one of which may be furnished to the schoolroom even under the most liberal use of money thus far experienced, must be used by every child in the room, and that for succeeding terms and years. What is true of the dictionary is true of the gazetteer, the suplementary history, the supplementary geography, the book of statistics, and so on to the end of the chapter. Without those books the school would be a poor affair, indeed; they, with maps and charts, are today the pride of the school.

No less than 40,000 books other than text-books are found in the schools of Washington, provided for and adapted to the children by grades. These are used by direction of the teacher in broadening the work, leading out from and up to the subject under discussion, causing the child to work rationally and profitably, even making the graded school in very many instances a place where library or seminary work is done. But all this may be a menace to the pupil's health. The way to avoid it and at the same time preserve and insure a system of broad, rational teaching and learning is to increase the amount of money to be used and buy for each child an outfit of books and charts, a yet inadequate supply of which has been procured for the schools by twenty or twenty five years of effort of supervisors, teachers, and pupils.

I believe that the only consistent system or rule of furnishing books is to give the child the book when he enters school, to hold him responsible for it until it is worn out, but to let no other person use it. This plan would be in the interest of cleanliness and good health, and is therefore to be commended aside from considerations of contagion.

Free text-books and supplies.

	Quantity.	Cost.
BOOKS.		
Æsop's Fables	3,288	$756.24
Algebras	276	245.87
Arithmetics:		
Advanced	960	524.56
Elements	888	207.20
Intellectual	324	62.10
Arithmetic readers:		
For second grade	324	52.65
For third grade	465	94.94
Civil Government	552	424.50
Child's Health Primer	456	106.02
Copy books	11,832	776.88
Dictionaries	2,532	2,510.90
Drawing books	348	39.73
Essentials of Health	300	208.75
Evangeline	312	31.72
BOOKS—continued.		
Geographies:		
Elementary	528	$224.40
Grammar school	468	456.30
Geology	276	137.77
Government and Administration, Willoughby	308	169.40
Hans Andersen's Stories	240	71.00
Histories:		
Barnes	144	112.80
Eggleston	60	49.00
Fiske	1,812	1,380.14
Important Periods in United States History	13	234.00
Johnston	156	130.00
Montgomery	1,560	1,248.00
Ridpath	60	37.30

Free text-books and supplies—Continued.

	Quantity.	Cost.
BOOKS—continued.		
Hygiene for Young People	204	$78.88
Legend of Sleepy Hollow	660	13.20
Miles Standish	300	30.50
Music readers:		
First	4,872	1,278.90
Second	4,488	1,333.79
Third	1,704	598.03
Old Greek Stories	1,900	665.00
Our Continent	156	93.60
Readers:		
Primer and First	1,380	229.21
Second	1,980	576.00
Third	1,464	573.47
Fourth	540	256.28
Intermediate	372	172.98
Fifth	492	327.50
Snow Bound	384	39.04
Washington Day by Day	250	437.50
Word Analysis	204	45.90
Word and Sentence Book	2,184	436.80
Total cost		17,478.75
SUPPLIES.		
Chalk, crayon.. ....gross..	3,900	19.50
Clay ....barrels..	129	258.00
Colors ....boxes..	8,500	1,190.00
Compasses ....dozen..	50	72.00
Drawing tablets:		
Large	8,208	784.22
Small	3,311	62.91
Dumb-bells and hooks..pairs..	200	60.00
Glue ....pints..	300	82.50
Ink, black....quarts..	2,572	385.80
Models:		
Boxes	3,212	385.44
Two-inch	5,156	154.68
Mucilage ....quarts..	480	225.60
Mucilage....sticks..	144	15.00

	Quantity.	Cost.
SUPPLIES—continued.		
Paper:		
Colored ....packages..		$642.00
Composition, No. 1. do....	16,018	1,249.40
Composition, No. 2. do....	21,778	1,698.68
Composition, No. 3. do....	21,148	1,649.54
Drawing ....reams..	757	408.78
Examination....do....	1,707.5	1,946.55
Modeling ....do....	37.65	338.85
Practice ....packages..	27,065	1,894.55
Pencils:		
Lead ....dozen..	1,200	1,149.00
Slate ....boxes..	1,000	66.00
Penholders....gross..	135	82.35
Pens....do....	3,000	750.00
Pointers....dozen..	20	31.20
Rubbers:		
Blackboard ....do..	325	120.25
Diamond....pounds..	150	109.50
Rulers:		
Brass-edge ....dozen..	254	114.30
Plain-edge ....do....	250	75.00
Squares....do....	15	9.60
Wandracks ....pairs..	3	2.70
Total cost		16,038.90
ADDITIONAL EXPENSES.		
Salary of custodian		900.00
Blank books and printing		61.55
Hauling		350.05
Freight		3.95
Labor and sundries		24.15
Total		1,339.70
Unexpended balance at the close of the year		142.65
Grand total		35,000.00

The number of pupils enrolled in the eight grades that were supplied with free books was 39,474, making the cost per pupil for all supplies $0.883, and the cost for books alone per pupil, $0.442.

The cost for books and supplies was distributed as follows:

Grade.	Number of pupils.	Total cost.	Average cost per pupil.
First	8,472	$4,254.93	$0.502
Second	6,099	4,740.98	.779
Third	5,687	3,857.10	.678
Fourth	5,055	3,619.89	.716
Fifth	4,404	3,008.22	.681
Sixth	3,900	7,804.70	2.001
Seventh	3,199	4,342.00	1.357
Eighth	2,658	3,229.53	1.211
Total	39,474	34,857.35	.883

The cost for supplies and miscellaneous expenses was as follows:

Grade.	Number of pupils.	Total cost.	Average cost per pupil.
First	8,472	$3,269.48	$0.386
Second	6,099	3,453.64	.564
Third	5,687	2,425.14	.428
Fourth	5,055	1,946.77	.385
Fifth	4,404	2,098.34	.476
Sixth	3,900	1,842.87	.472
Seventh	3,199	1,196.98	.374
Eighth	2,658	1,135.38	427
Total	39,474	17,378.60	.440

The cost for books was distributed as follows:

Grade.	Number of pupils.	Total cost.	Average cost per pupil.
First	8,472	$985.45	$0.116
Second	6,099	1,287.34	.211
Third	5,687	1,421.96	.250
Fourth	5,055	1,673.12	.330
Fifth	4,404	909.88	.207
Sixth	3,900	5,961.83	1.528
Seventh	3,199	3,145.02	.983
Eighth	2,658	2,094.15	.787
Total	39,474	17,478.75	.443

Table showing the cost of all books and supplies, including miscellaneous expenses, by grades, for each year.

Year.	Number of pupils.	Total cost.	Average cost per pupil.
FIRST GRADE.			
1892	8,005	$5,748.43	$0.718
1893	8,076	2,163.90	.268
1894	8,446	3,175.17	.375
1895	8,148	3,464.01	.425
1896	8,472	4,254.93	.502
SECOND GRADE.			
1892	5,814	3,385.01	.582
1893	5,904	1,883.16	.318
1894	6,014	2,738.26	.455
1895	5,921	3,060.98	.517
1896	6,099	4,740.98	.779
THIRD GRADE.			
1892	5,390	6,480.37	1.202
1893	5,223	2,555.83	.489
1894	5,153	2,651.40	.514
1895	5,608	5,903.89	1.053
1896	5,687	3,857.10	.678

Table showing the cost of all books and supplies, including miscellaneous expenses, by grades, for each year—Continued.

Year.	Number of pupils.	Total cost.	Average cost per pupil.
FOURTH GRADE.			
1892	4,877	$9,165.19	$1.879
1893	5,011	2,549.24	.508
1894	4,776	2,460.98	.515
1895	4,725	3,179.00	.673
1896	5,055	3,619.89	.716
FIFTH GRADE.			
1893	4,357	9,835.50	2.257
1894	4,602	3,037.87	.660
1895	4,538	3,966.63	.874
1896	4,404	3,008.22	.681
SIXTH GRADE.			
1893	3,548	15,407.45	4.342
1894	3,598	2,922.79	.815
1895	3,945	2,806.37	.711
1896	3,900	7,804.70	2.001
SEVENTH GRADE.			
1894	2,986	15,738.94	5.271
1895	3,145	3,735.79	1.208
1896	3,199	4,342.00	1.357
EIGHTH GRADE.			
1894	2,570	14,594.87	5.678
1895	2,685	3,497.85	1.274
1896	2,658	3,229.53	1.211

Table showing the cost of books, by grade, for each year.

Year.	Number of pupils.	Total cost.	Average cost per pupil.
FIRST GRADE.			
1892	8,005	$3,954.95	$0.494
1893	8,076	134.84	.017
1894	8,446	501.36	.059
1895	8,148	744.94	.091
1896	8,472	985.45	.116
SECOND GRADE.			
1892	5,814	1,793.70	.308
1893	5,904	48.65	.008
1894	6,014	498.28	.082
1895	5,921	1,221.36	.206
1896	6,099	1,287.34	.211
THIRD GRADE.			
1892	5,390	4,209.92	.781
1893	5,223	207.24	.040
1894	5,153	507.56	.098
1895	5,608	3,767.94	.672
1896	5,687	1,421.96	.250

Table showing the cost of books, by grade, for each year—Continued.

Year.	Number of pupils.	Total cost.	Average cost per pupil.
FOURTH GRADE.			
1892	4,877	$7,670.16	$1.573
1893	5,011	249.87	.049
1894	4,776	489.27	.102
1895	4,725	1,301.34	.275
1896	5,055	1,673.12	.330
FIFTH GRADE.			
1893	4,657	6,684.67	1.533
1894	4,602	346.50	.075
1895	4,538	2,255.35	.497
1896	4,404	909.88	.207
SIXTH GRADE.			
1893	3,548	12,796.60	3.606
1894	3,598	768.74	.216
1895	3,945	1,334.56	.338
1896	3,900	5,961.83	1.528
SEVENTH GRADE.			
1894	2,986	14,108.90	4.725
1895	3,145	2,300.78	.744
1896	3,199	3,145.02	.983
EIGHTH GRADE.			
1894	2,570	13,143.70	5.114
1895	2,685	1,663.81	.608
1896	2,658	2,094.15	.787

Table showing cost of supplies and of miscellaneous expenses, by grades, for each year.

Year.	Number of pupils.	Total cost.	Average cost per pupil.
FIRST GRADE.			
1892	8,005	$1,793.00	$0.224
1893	8,076	2,029.06	.251
1894	8,446	2,674.81	.316
1895	8,148	2,719.07	.334
1896	8,472	3,269.48	.386
SECOND GRADE.			
1892	5,814	1,591.31	.274
1893	5,904	1,834.51	.310
1894	6,014	2,239.98	.372
1895	5,921	1,839.62	.311
1896	6,099	3,453.64	.564
THIRD GRADE.			
1892	5,390	2,270.45	.421
1893	5,223	2,348.59	.449
1894	5,153	2,143.84	.416
1895	5,608	2,135.95	.381
1896	5,687	2,435.14	.428

Table showing cost of supplies and of miscellaneous expenses, by grades, for each year—Cont'd.

Year.	Number of pupils.	Total cost.	Average cost per pupil.
FOURTH GRADE.			
1892	4,877	$1,495.03	$0.306
1893	5,011	2,299.37	.459
1894	4,776	1,971.71	.413
1895	4,725	1,877.66	.398
1896	5,655	1,946.77	.385
FIFTH GRADE.			
1893	4,657	3,150.83	.724
1894	4,602	2,691.37	.585
1895	4,538	1,711.28	.377
1896	4,404	2,098.34	.476
SIXTH GRADE.			
1893	3,548	2,610.85	.726
1894	3,508	2,154.05	.599
1895	3,945	1,471.81	.373
1896	3,900	1,842.87	.472
SEVENTH GRADE.			
1894	2,986	1,630.04	.546
1895	3,145	1,435.01	.464
1896	3,199	1,196.98	.374
EIGHTH GRADE.			
1894	2,570	1,451.17	.564
1895	2,685	1,834.04	.670
1896	2,658	1,135.38	.427

THE FIRST SIX DIVISIONS.

The number of pupils enrolled during the year was 29,588—27,289 white and 2,299 colored. This is an increase of 510, or 1.75 per cent, over the number registered last year.

The average enrollment was 24,347, being 549, or 2.26 per cent, in excess of that of the previous year.

The number of pupils in daily attendance was 22,387, being 520, or 2.38 per cent, greater than that of the preceding year.

Enrollment of pupils in the several kinds and grades of schools for the school year ending June 30, 1896.

Normal school	60
High schools	2,225
Total	2,285
Grammar schools:	
Eighth grade	2,119
Seventh grade	2,458
Sixth grade	2,900
Fifth grade	3,235
Total	10,712

Primary schools:	
Fourth grade	3,444
Third grade	3,766
Second grade	3,770
First grade	5,611
Total	16,591
Grand total	29,588

TABLE X.—*Enrollment of pupils in the several kinds of schools for school year ending June 30, 1896, compared with that of the previous year.*

Grade.	Whole enrollment.			
	1895-96.	1894-95.	Increase.	Decrease.
Normal school	60	51	9	.....
High schools	2,225	2,147	78	.....
Total	2,285	2,198	87	.....
Grammar schools:				
Eighth grade	2,119	2,214	.....	95
Seventh grade	2 458	2,375	83	.....
Sixth grade	2,900	2,974	.....	74
Fifth grade	3,235	3,311	.....	76
Total	10,712	10,874	83	245
Primary schools:				
Fourth grade	3,444	3,209	235	.....
Third grade	3,766	3,625	141	.....
Second grade	3,770	3,848	.....	78
First grade	5,611	5,324	287	.....
Total	16,591	16,006	663	78
Grand total	29,588	29,078	833	323

TABLE XI.—*Showing the whole enrollment of white pupils within the city, by grades, for the school year ending June 30, 1896.*

Grade.	Whole enrollment.			
	Boys.	Girls.	Total.	Per cent.
Normal school	3	57	60	0.24
High schools	939	1,286	2,225	9.08
Eighth grade	846	1,026	1,872	7.64
Seventh grade	944	1,192	2,136	8.72
Sixth grade	1,136	1,379	2,515	10.27
Fifth grade	1,390	1,400	2,790	11.39
Fourth grade	1,430	1,411	2,841	11.60
Third grade	1,465	1,502	2,967	12.11
Second grade	1,564	1,362	2,926	11.94
First grade	2,159	2,007	4,166	17.01
Total	11,876	12,622	24,498	100.00
SUMMARY.				
Normal and high schools	942	1,343	2,285	9.32
Grammar schools	4,316	4,997	9,313	38.02
Primary schools	6,618	6,282	12,900	52.66
Total	11,876	12,622	24,498	100.00

TABLE XII.—*Showing the whole enrollment of white pupils in the first six divisions (city and county), by grades, for the year ending June 30, 1896.*

Grade.	Whole enrollment.			
	Boys.	Girls.	Total.	Per cent.
Normal school	3	57	60	0.22
High schools	939	1,286	2,225	8.15
Eighth grade	927	1,114	2,041	7.48
Seventh grade	1,032	1,309	2,341	8.58
Sixth grade	1,243	1,519	2,762	10.12
Fifth grade	1,538	1,540	3,078	11.28
Fourth grade	1,599	1,570	3,169	11.61
Third grade	1,660	1,700	3,360	12.31
Second grade	1,802	1,579	3,381	12.39
First grade	2,522	2,350	4,872	17.86
Total	13,265	14,024	27,289	100.00
SUMMARY.				
Normal and high schools	942	1,343	2,285	8.37
Grammar schools	4,740	5,482	10,222	37.46
Primary schools	7,583	7,199	14,782	54.17
Total	13,265	14,024	27,289	100.00

TABLE XIII.—*Showing the whole enrollment of pupils (white and colored) in the first six divisions (city and county) for the school year ending June 30, 1896.*

Grade.	Whole enrollment.			
	Boys.	Girls.	Total.	Per cent.
Normal school	3	57	60	0.20
High schools	939	1,286	2,225	7.52
Eighth grade	963	1,156	2,119	7.17
Seventh grade	1,083	1,375	2,458	8.28
Sixth grade	1,292	1,608	2,900	9.81
Fifth grade	1,602	1,633	3,235	10.94
Fourth grade	1,739	1,705	3,444	11.64
Third grade	1,858	1,908	3,766	12.73
Second grade	1,983	1,787	3,770	12.74
First grade	2,898	2,713	5,611	18.97
Total	14,360	15,228	29,588	100.00
SUMMARY.				
Normal and high schools	942	1,343	2,285	7.72
Grammar schools	4,940	5,772	10,712	36.20
Primary schools	8,478	8,113	16,591	56.08
Total	14,360	15,228	29,588	100.00

SCHOOLS.

The number of schools below the high school was as follows:

Grammar schools, city:

Eighth grade	43
Seventh grade	46
Sixth grade	54
Fifth grade	59
	202

Primary schools, city:		
Fourth grade	57	
Third grade	61	
Second grade	68	
First grade	79	
		265
County schools:		
White	61	
Colored	46	
		107
Total		574
Number whole-day schools (white, 381; colored, 39)		420
Number half-day schools (white, 147; colored, 7)		154
		574

The average number of pupils to a school (based on the whole enrollment) was as follows:

High school (to a teacher, excluding principal)	24.7	Third grade	48.6
Eighth grade	43.5	Second grade	43.0
Seventh grade	44.2	First grade	52.7
Sixth grade	46.6	County schools:	
Fifth grade	47.3	White	45.7
Fourth grade	49.8	Colored	49.9

TEACHERS.

Seven hundred and thirty-four teachers, 640 female and 94 male, were employed as follows:

Supervising principals	10	
Normal school	7	
High schools	91	
		108
Grammar schools, city:		
Eighth grade	43	
Seventh grade	46	
Sixth grade	54	
Fifth grade	59	
		202
Primary schools, city:		
Fourth grade	55	
Third grade	59	
Second grade	66	
First grade	75	
		255
County schools:		
White	61	
Colored	46	
		107
Teachers of music	6	
Teachers of drawing	7	
Teachers of manual training	16	
Teachers of cooking	12	
Teachers of sewing	15	
Teachers of physical culture	5	
Assistant to supervisors	1	
		62
Total (white—male, 79, female, 609; colored—male, 15, female, 31)		734

The cost of the schools for supervision and teaching was as follows:

Supervision:	
Superintendent	$3,300.00
Clerk	1,200.00
Messenger	300.00
Eight supervising principals, $2,000 each	16,000.00
One director, primary work	1,500.00
One assistant director, primary work	800.00
Total	23,100.00
Cost per pupil estimated on average enrollment (24,347)	.94
Normal school:	
Principal	1,500.00
Two teachers	2,000.00
Two teachers	1,700.00
Two teachers	1,300.00
Total	*6,500.00
Cost per pupil estimated on average enrollment (60)	22.47
High schools:	
Principal	2,500.00
Ninety teachers	80,820.00
Total	83,320.00
Cost per pupil, estimated on average enrollment (1,875)	44.43
Grammar schools, city (43 eighth, 46 seventh, 54 sixth, 59 fifth grade schools)	167,325.00
Cost per pupil, estimated on average enrollment (7,981)	20.96
Primary schools, city (57 fourth, 61 third, 68 second, 78 first grade schools)	†131,050.00
Cost per pupil, based on average enrollment (10,717)	12.22
County schools:	
White (61)	38,545.00
Colored (46)	26,982.50
Cost per pupil, estimated on average enrollment:	
White (2,043)	18.86
Colored (1,671)	16.14
Special teachers (6 music teachers, 7 drawing teachers, 5 teachers of physical culture)	14,000.00
Cost per pupil, estimated on the average enrollment (24,347)	.57
Teachers of manual-training schools (of carpentry, 14; of metal working, 2; of cookery, 12; of sewing, 15)	28,675.00
Cost per pupil, estimated on the average enrollment (24,347)	1.18
Total cost per pupil, based on average enrollment (24,347)	20.39

* This includes the cost of teaching ten practice schools, $5,151.40.

† To be increased by the cost of teaching ten practice schools, $5,141.40.

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TABLE XIV.—*Buildings and rooms occupied (owned and rented) in the first six divisions at the close of the school year ending June 30, 1896 (excluding the high schools).*

	Divisions.								
	First	Second A.	Second B.	Third.	Fourth.	Fifth.	Sixth A.	Sixth B.	Total.
Buildings owned	8	7	8	[1]9	5	8	15	[2]13	73
Buildings rented	.....	[3]4	1	[4]1	.....	[5]3	.....	.....	9
Total	8	11	9	10	5	11	15	13	82
Rooms owned	[6]77	[2]69	63	[7]68	[2]47	60	[2]75	[2]68	526
Rooms rented	.....	[8]20	4	[9]4	[8]2	[9]15	[2]4	.....	49
Total	77	89	67	72	49	75	79	68	575

[1] One occupied by manual training and sewing schools.
[2] One occupied by cooking school.
[3] One occupied by cooking and sewing schools and two by manual training school.
[4] Occupied by cooking school and by manual training school.
[5] One occupied by cooking and sewing (cutting) schools.
[6] Two occupied by manual training and two by cooking schools.
[7] One occupied by manual training, one by cooking, and one by sewing school.
[8] Occupied by sewing (cutting) school.
[9] One occupied by manual training school.

NIGHT SCHOOLS.

The following table shows the facts of enrollment, attendance, and cost:

Table showing facts relating to night schools.

School.	Cost of teachers.	Whole number of persons enrolled during the year.	Average attendance per night.	Percentage of attendance.	Number of sessions.	Number of teachers.
WHITE.						
High school	$712.00	610	183	81.0	56	7
Franklin school	448.00	119	52	92.3	56	4
Henry school	448.00	157	55	75.8	56	4
Wallach school	448.00	154	62	83.7	56	4
Jefferson school	364.00	185	49	80.4	56	3
Curtis school	171.00	58	16	74.1	57	1
Grant school	168.00	45	18	76.3	56	1
Total	2,759.00	1,328	435	81.3	.....	24
Schools of cookery:						
609 O street NW	85.50	30	14	71.8	38	1
Wallach school	85.50	32	18	69.0	38	1
Jefferson school	85.50	37	12	57.3	38	1
Total	256.50	99	44	66.2	.....	3
Total white	3,015.50	1,427	479	80.1	.....	27
COLORED.						
Mott school	342.00	132	50	83.5	56	3
Hillsdale school	142.50	42	31	92.3	56	1
Total colored	484.50	174	81	86.7	.....	4
Grand total	3,500.00	1,601	560	81.0	.....	31

SCHOOL ACCOMMODATIONS.

The most urgent question to bring to your consideration is that of school accommodation. It is the same question every year which perhaps you are tired of having mentioned. First, is the half-day school. At this writing there are 147 under my supervision and 254 in the whole city. In several annual reports I have tried to show the true value of the half-day school. I need say here only that the school day can not be restricted to a half day without harm to the child except by lengthening his term of pupilage. Practically the latter can not be done, for the interests of the child, the ambitions of parents, the demands of society and of business life will not allow it. The result, then, is that the child is almost sure to be crowded, pushed unduly and beyond what he ought to be, to accomplish the grade. The child should go to school leisurely, happily. He should like to go to school, and would like to go to school if he were taught rationally and given time for investigation and for cogitation, for thought, experiment, and for waiting for results. In the absence of this time the teacher does the cogitating, does the experimenting, and dictates the results to the child. This is not rational education. The child may indeed "learn to labor," but he loses the beneficent results that come of waiting for normal mental change, natural comprehension, and judgment secured by self-activity.

Let us have the children, the very youngest that go to school four hours a day—two hours in the forenoon and two in the afternoon—and then, with the cheering influences of home and the rest and exercise incident to securing them between the two sessions when at home for lunch, the children will be able to do the grade work not only without detriment to health, but, if done in well-ventilated schoolrooms, schoolrooms free from the danger of infection, with absolute health-giving, body-improving results. There can be no ideal schools, no model schools, with half-day restrictions. It is an impossibility. The pint cup can not be made to hold a quart.

The half-day schools and congested places are found especially in the following-named localities:

GRANT SCHOOL, G STREET BETWEEN TWENTY-FIRST AND TWENTY-SECOND STREETS NORTHWEST.

Here we have both hall rooms, one of which was intended for a teachers' retiring room and the other for a storeroom, seated and used as schoolrooms. The schoolhouse has 12 rooms. There should be but 12 schools in the house. There are 18 schools, including the cooking school, which is located in the basement. There are 10 schools in the Weightman, near by. There should be but 8. An 8-room building is needed to relieve the Grant and the Weightman.

MORSE SCHOOL, R AND FIFTH STREETS NORTHWEST.

There are now in the 8 rooms of this building 11 schools, 6 of them on half time, viz, 2 each of the first, second, and third grades. A new

8-room building located somewhere between this school and Eckington is desirable in the near future.

JUNCTION OF BLADENSBURG PIKE AND BENNING ROAD.

In this vicinity there are the Pierce School, the Blair School, and the Madison School. There is besides to be built the current year a new school at the corner of Fifth and K streets northwest, but we now rent 3 buildings, 4 rooms. In these 3 buildings, Pierce, Blair, and Madison, and with the building in process of erection the current year there will be 32 rooms. For these 4 buildings at the present time, to say nothing of the increase of pupils for another year, there are 39 schools. Besides these there are a manual training, a sewing, and a cooking school in basement rooms. All of these schools are now very large, so if we had yet another building to be opened next September, besides the one in process of erection, we should still have to use basement or rented rooms or put several schools on half time. The increase in the number of pupils in this locality will force us, in spite of all we can do, to use all the rented rooms we can find, every one of which is unfit for use, and put many schools on half time.

PEABODY SCHOOL, C AND FIFTH STREETS NORTHEAST.

This is a 12-room building, but there are 19 schools in the building at present. To have this number of schools taught in the building (they are not accommodated) it is necessary to use two small hall rooms and a portion of the large hall on the fourth story. I need only call your attention to the fact that the health officer has condemned these rooms in a report to the Commissioners. Nineteen schools, 12 schoolrooms, briefly but clearly and piteously show the need of a school building to relieve the Peabody. In this division, the third, there are 91 schools, but only 65 schoolrooms. There are 45 whole-day schools and 40 half-day schools. There are 19 half-day schools above the second grade. The Peabody should be relieved at the earliest possible moment.

MOTT SCHOOL, SIXTH AND POMEROY STREETS NORTHWEST.

There are 10 rooms here, one of which is used for manual training. The cooking school has had to be removed to a small rented room on Seventh street. There are 12 schools in this building, all of which are very large, several of them numbering over 50. The first, second, and third grades are on half time. The school asked for on Sherman avenue is intended to relieve the Mott.

ECKINGTON.

There is no school building to accommodate the Eckington people. The children of this suburb are forced to go long distances to find school accommodations. I question the advisability of building anything smaller than an 8-room house for this locality.

GRANT ROAD SCHOOL.

There are 2 rooms in this building, one of which is unfit for use. There are 3 schools here, with pupils enough, considering their grades, for 4 schools. The building asked for is greatly needed.

BENNING (WHITE).

At Benning the addition asked is needed chiefly because there are no accommodations for the manual training and the cooking schools. The addition to this building asked is urgently needed.

MANUAL TRAINING SCHOOL.

The necessity for this school was set forth in my report of last year. The reasons then urged exist now with as great force as then.

THE NORMAL SCHOOL.

The first need of a school is a good teacher. Buildings, equipments, appliances, courses of study, rules, and supervision will not make a school. Without any of these the good teacher may have a good school. It is easier to make good schools with all of these when each is intelligently used for its appropriate purpose. The normal school exists for purposes of training teachers to teach. Your normal school has done a splendid work for the city of Washington—a work of high character and great influence. This sphere of usefulness, however, will be more than doubled, I am sure, by the additional year of training that will hereafter be given its pupils, made possible by the extension of the course from one to two years, which goes into operation the current year. I think that the additional work and the training made possible by the extension of the course should be given especially to making pupil teachers more efficient in teaching the curriculum of the common schools. To do this the pupil teachers must be made, first, more accurate in their knowledge, and, second, broader in their knowledge of the subjects taught. They must be made to have more rational knowledge of the various branches of study that constitute what is called a common education, such as geography, history, arithmetic, the science of common living, the interpretation of phenomena of every-day life, in city, in country, in shops, in fields, at school, at home. The correlation of these subjects must be better understood and thoroughly appreciated.

We must rest satisfied for the present if our supervisors, principals, and directors possess a knowledge of psychology, of educational history, and of the development of man, but must strive in the normal school for the two years that we have the pupil teachers in training to make them thorough in knowledge, accurate in process, ready and prompt in action when dealing with any one of the several subjects that must be emphasized in a common-school course. They should, indeed, know how the child learns, and must therefore understand the elements of child mind or elements of psychology. This, however, may

be learned while learning to teach under the critical direction and guidance of the normal corps, by observing the child rather than by a study of metaphysics, and this training will give the learner power to pursue a course of psychological reading later in life. The deep philosophy of education can not be mastered by the young. They have not the foundation for understanding, the interpreting means (concepts) for apperceiving it; it should therefore not be attempted in a city training school. I believe that by this extra year of work in the normal school, if it shall be properly used, we can raise the grade of teaching in the Washington schools an appreciable and valuable percentage in a short time. The effect of the increased year of high-school training before coming to the normal is already shown not only in the normal school, but in the schools of the city generally.

It is a simple question. The teacher who does not know can not teach. The teacher who does not know accurately and well can not teach even indifferently; his work is always very poor. The teacher who knows accurately, broadly, with catholic mind, can soon learn to teach well. The great weakness of the teaching of America, as compared with that of foreign nations, whose teachers are professionally trained by State authority, is ignorance of the subjects taught. And this is true whether applied to common arithmetic or the everyday facts of physics; to a knowledge of the English sentence or that of drawing; to the history of the immediate city, the State or the nation, or the geography of the same. I therefore believe that the board of education should restrict the work to be done in the normal school to learning more definitely what, and intelligently how, to teach what are known as the common school branches.

The pupil-teachers while taking this course should do much teaching. You have already provided, by a large supervisory corps of teachers in the normal school, for the proper care of those who are to be taught by the pupil teachers. No system of schools can afford to let a teacher, however well educated in letters, do his first work in the schools except under very close and able supervision. It is economy to give the pupil-teacher his first practice under supervision so close as to insure the learner—the child taught—against harm resulting from faulty methods. This can be afforded only in the practice school in connection with the normal school, and is therefore practicable only in such school. The director or supervisor, whether of primary, grammar, or high school, knows well how much the child suffers when taught by a beginner in the work. The evil can be avoided or counteracted only in the normal training school, for reasons that are apparent. It is desirable to increase the amount of practice given to the pupil teachers relatively as the time of the normal course has been lengthened. For this purpose the primary schools of another building ought to be added to the practice schools. Upper-grade practice is practically impossible because of the age and experience of the pupils in these grades as compared with the experience and strength of the pupil

teachers. This is why beginners in teaching are put into primary schools. The children are too young to know that they are defrauded and too innocent to realize the lasting wrong done them. Fortunately, upper grade practice is not a necessity, not even an advantage, as he who learns to teach well in the first grade, to do good primary work, can with maturity of character teach well in the eighth grade—do good work in the grammar school or, possessing the requisite knowledge, in the high school.

SANITATION.

There is no more important question to be considered by school authorities than that of the healthfulness of school buildings and their surroundings. It is but fair to state in this connection that the best of care is exercised by the supervisors, the principals, and the teachers to keep the buildings clean at all times, to have the rooms properly ventilated and properly warmed. The crowding of schools is not in their power to prevent. Ventilation can not be had in basements nor in rented rooms without endangering the health of the children, because of drafts that are created by the opening of windows or doors. Because of the occasional unrest of the community and the feeling thus manifested that the sewerage of some of the buildings is not what it ought to be, and because, especially, of the importance of the subject of health as related to assemblages of children day by day, for so large a portion of the year, as also the effect of confinement and school work on those who are in the incipient stages of contagious diseases, and the danger these cause to others with whom they must come in contact, I respectfully ask your honorable body if it is not desirable to ask Congress for the appointment of a medical commission whose duty it shall be to note at short intervals from an expert point of view the sanitary condition, absolutely, of the school buildings, and report the same to you, or to the inspector of buildings, and whose further duty it shall be to examine the pupils of the schools at regular intervals, daily or otherwise, and to give direction for the conduct of teachers in the disposition of cases of sickness or weakness that may be found.

That you may see what is done in at least one other city respecting this important matter, I quote from the annual report of the health department of the city of Boston for 1895, to show the authority given the board of health by the statute law:

The board of health has the authority and is charged with the duty under the statute law of taking official charge of any case of contagious or infectious disease which may be dangerous to the public health. It prefers that such cases only as can not be properly isolated at home be sent to the hospital, and that all others be attended by the family physician at home and nursed and provided for by any safe and proper method which may be chosen by the family. The isolation of such cases at home must be satisfactory to the board of health and be so certified by its authorized medical agent in the district in which the patient is found. Such patient can not lawfully leave such isolation until released by a written discharge from the board of health—smallpox, diphtheria, membranous croup, and scarlet fever being particularly held in view at this time.

The board of health has appointed 50 physicians, who are known as school inspectors and agents of the board of health. Their duties are to visit the public schools daily, to examine all sick or complaining pupils, and to advise the teachers concerning them.

They will decide all questions concerning the school attendance of such children as live within the same building, but not of the same household, in which there is a case of contagious disease. Such cases must either be isolated, as not to endanger the health and liberty of other families, or must be taken to the hospital.

They also visit every case of diphtheria, membranous croup, and scarlet fever reported—first, concerning the patient's isolation, and second, concerning his discharge from isolation. * * *

The following gives an idea of the beneficial results of medical visitation:

The schools have been visited daily, and all children who have complained of illness or appeared to the teachers to be ill have been examined by the visiting physician, who, in all cases, advises the teachers what to do with the pupil. This work has now been in progress for fourteen months, and it has demonstrated the fact that there are not only many cases of contageous diseases to be found in the schools, and which require early recognition and removal, but that there are large numbers of school children whose illness and whose disposition by the teacher requires the decision of a competent physician. The work has disarmed all opposition, and, so far as we know, has the approval of the school government and the community at large, and has fully met the expectations of the board of health. We hope to still further develop the usefulness of this work during the coming year.

For the fourteen months ending December 31, 1895, 16,790 pupils were examined, 10,737 of whom were found to be ill; 6,053 were found not to be ill; 2,041 were too ill to remain in school for the day.

Seventy-seven cases of diphtheria, 28 cases of scarlet fever, 116 of measles, 28 of chicken pox, 69 of pediculosis, 47 of scabies, 47 of mumps, 33 of whooping cough, and 8 of congenital syphilis were found in children sitting in their seats spreading these diseases to other children. The remaining 10,372 sick children were suffering from a large variety of other diseases.

The same corps of physicians act as agents of the board of health and see all cases of diphtheria and scarlet fever which are treated at their homes. They report to the board of health whether or not the cases are properly isolated, and otherwise furnish the board of health with trustworthy information concerning the isolation and discharge of cases of diphtheria and scarlet fever.

It is most desirable also, it seems to me, that a commission of experts should ascertain, annually at least, the condition of the children respecting their hearing and sight.

The Medical Society of Washington has already taken steps in the matter and appointed a committee to make a beginning, and already enough has been done to prove the practicability of making the work easy and valuable. It would be wise to encourage all such movements and to ask help of all who will take interest in this important subject.

THE PUBLIC LIBRARY.

The public schools, indeed, all the schools of Washington, are to be congratulated on the prospect of a free public library in their midst. The teaching that fails to train the learner how to use books advantageously and to give him a decided liking for the use of books fails in

one of its most important purposes. The kind of teaching that accomplishes these desirable results, however, can not be done without books. I think it may be truthfully said that a large percentage of the value of teaching in many schools is lost because of the lack of this means of properly training the learner.

As you know, and as is clearly shown by the detailed statement of expenditures of this office for years, much has been done to supply books for study and reference, for broadening the teaching, and for properly training the children of the public schools in the use of books. When I say much has been done, I mean much in relation to the whole cost of maintaining the schools. We have in the various grades of schools besides text-books 40,000 volumes. These books are in almost daily use, having been selected for the express purpose of supplementing the work done in the schools by other means and by text-books; selected because of their relation to the subjects taught and for the purpose of leading out from these subjects into new but related fields to be interpreted by the knowledge already in the possession of the children; and for the purpose of leading up to the studies pursued in the school on new lines; for the purpose of giving additional meaning, additional application to what was first learned, and, above all, for the purpose of fastening the subjects firmly in the mind as a possession, making them a part of the learner.

The child is first taught by contact with the subject itself, as plant or animal, or other object of nature, or contact with and study of the social conditions of his surroundings. Then he is made to state in oral symbols, English idiom, what he has learned. Afterwards he is led to read from written and printed symbols what he has said. In this way he learns the first use of a book. His next step is to read what others have said on this same subject. Having in his mind the concepts, the interpreting nuclei for such reading, for such study, he reads intelligently, profitably, and with interest and delight.

It should now be possible for him to be thrown in contact with new lines of thought proceeding from this knowledge, amplifying it, applying it to the affairs of life, and properly relating it to other departments of learning. It will be seen from the above how necessary are care and wisdom in the selection of the supplementary work of the school. It will be seen that a careless selection of reading matter, or rather a careless use of reading matter, will tend only to confusion, superficiality, and the acquisition of disconnected, unrelated knowledge. Such knowledge, if not altogether useless, is seldom of great forceful value to the possessor. The books that have been purchased for the schools under your charge, found in the normal school, high schools, grammar schools, intermediate and primary schools, have been selected in all cases for specific purposes. The accumulation is one of great value to the schools, and I may say that these books are used intelligently and efficiently, as a rule.

A public library in the city may be made to subserve the interests

of education in a corresponding though much broader way. The public library, if properly selected and managed and intelligently used by those who manage and teach the schools of the city, will be not simply a great advantage, which is much to say, but may be made a correlative branch of education second in value only to the schools themselves—a powerful elevating force that will steadily and surely, though silently and unostentatiously, raise the people to a higher intellectual plane, a plane of sounder judgment and greater efficiency. May we not hope from expressions of interest in public schools by those who have worked for the establishment of this library and fostered its beginnings so earnestly that there will be in the immediate future, by the establishment and growth of the great free library, a means of broadening the educational facilities of the city assured by an efficient and comprehensive use of it in our schools?

The child, or the man, reads on a plane of his ability to appreciate. His ability to appreciate is influenced, if not determined, by the way he is taught; that is, by the way he is made to get information and by the way he is made to use it after he gets it. If one arm of each high school and one arm of each department of grammar, intermediate, and primary schools can reach a well-selected free library, the child who is taught right will look upon that library as his greatest boon, his best friend, and the place of his most fascinating occupation. It is not enough to teach a child to read, he should be trained to the habit of investigation and acquiring knowledge by reading.

I respectfully bespeak the special interest of the board of education and of the honorable Commissioners, already manifest in many ways, in the promotion of the public library.

The teachers' library begun several years ago is found to be a valuable adjunct to the work of making the teaching of the schools rational, broad, and efficient. It has grown to contain between 6,000 and 7,000 volumes. An average of 250 volumes are in daily use. When it is considered that this is technically a pedagogical library, it will be seen that the results herein named are of the most encouraging nature and are a testimony to the high character of those engaged in teaching your schools.

COOKING LABORATORIES.

Miss E. S. Jacobs, director of cooking, reports the details respecting the schools in that branch of work as follows:

FIRST DIVISION.

Force School, Miss E. W. Cross, teacher:

Received pupils from Force, Adams, Berret, and Dennison schools.	
Number of seventh-grade classes	8
Number of eighth-grade classes	5
Whole number of pupils	216
Amount of bill	$87.38

Thomson School, Mrs. A. C. Pollok, teacher:
Received pupils from Webster, Franklin, Berret, Dennison, Harrison, and Phelps schools.

Number of seventh-grade classes	7
Number of eighth-grade classes	6
Whole number of pupils	215
Amount of bill	$76.49

SECOND DIVISION A.

609 O street, Miss A. G. Horton, teacher:
Received pupils from Henry, Polk, Morse, and Twining schools.

Number of seventh-grade classes	9
Number of eighth-grade classes	5
Whole number of pupils	219
Amount of bill	$71.96

Seaton School, Miss A. M. McDaniel, teacher:
Received pupils from Seaton, Twining, Blake, Arthur, and Gales schools.

Number of seventh-grade classes	7
Number of eighth-grade classes	8
Whole number of pupils	206
Amount of bill	$88.47

SECOND DIVISION B.

Taylor School, Miss Madge Keogh, teacher:
Received pupils from Taylor, Blair, Madison, and Pierce schools.

Number of seventh-grade classes	8
Number of eighth-grade classes	5
Number of third-year classes	1
Whole number of pupils	198
Amount of bill	$62.56

THIRD DIVISION.

Peabody Annex School, Miss M. J. Merillat, teacher:
Received pupils from Peabody, Carbery, Maury, and Towers schools.

Number of seventh-grade classes	9
Number of eighth-grade classes	6
Whole number of pupils	202
Amount of bill	$76.57

Wallach School, Miss M. A. Douglas, teacher:
Received pupils from Wallach, Towers, Lenox, Tyler, and Brent schools.

Number of seventh-grade classes	9
Number of eighth-grade classes	6
Whole number of pupils	238
Amount of bill	$86.37

FOURTH DIVISION.

Jefferson School, Miss M. E. Davis, teacher:
Received pupils from Jefferson, Smallwood, and Bradley schools.

Number of seventh-grade classes	7
Number of eighth-grade classes	7
Whole number of pupils	145
Amount of bill	$73.88

FIFTH DIVISION.

3104 P street northwest, Miss Fannie Atlee, teacher:
Received pupils from Addison, Fillmore, Jackson, and Corcoran schools.

Number of seventh-grade classes	6
Number of eighth-grade classes	6
Number of third-year classes	1
Whole number of pupils	165
Amount of bill	$74.34

Grant School, Miss Florence Jenkins, teacher:
Received pupils from Grant and Weightman schools.

Number of seventh-grade classes	5
Number of eighth-grade classes	6
Whole number of pupils	124
Amount of bill	$61.76

SIXTH DIVISION.

Mott School, Miss Florence Jenkins, teacher:
Received pupils from Mott and Wilson schools.

Number of seventh-grade classes	2
Number of eighth-grade classes	1
Whole number of pupils	44
Amount of bill	$16.50

Monroe School, Mrs. M. A. Burns, teacher:
Received pupils from Monroe and Brightwood schools.

Number of seventh-grade classes	1
Number of eighth-grade classes	1

Johnson School, Mrs. M. A. Burns, teacher:

Number of seventh-grade classes	2
Number of eighth-grade classes	1

Van Buren Annex, Mrs. M. A. Burns, teacher:

Number of seventh-grade classes	2
Number of eighth-grade classes	1

Hillsdale School, Mrs. M. A. Burns, teacher:

Number of first-year classes	1
Number of second-year classes	1
Number of third-year classes	1

Anacostia Road School, Mrs. M. A. Burns, teacher:

Number of classes	1

Benning Road School, Mrs. M. A. Burns, teacher:

Number of classes	1
Whole number of classes taught by Mrs. Burns	13
Whole number of pupils	150
Amount of bill	$77.73

SEWING.

Mrs. M. W. Cate, director of sewing, makes the following report:

CUTTING AND FITTING SCHOOLS.

607 O street northwest, Isabelle Solomons, teacher:
Pupils received from Seaton, Webster, Henry, Polk, Morse, and Twining schools.

Number of classes	14
Number of pupils	242

Seventh and G streets southeast, Ernestine R. Thornton, teacher:
Pupils received from Wallach, Towers, Brent, Lenox, Buchanan, and Tyler schools.
Number of classes 14
Number of pupils 200
Blair School, S. Amelia Dalton, teacher:
Pupils received from Blair, Taylor, Madison, Pierce, Carbery, Peabody, and Maury schools.
Number of classes 15
Number of pupils 293
494 Maryland avenue southwest, Annie L. Norris, teacher:
Pupils received from Jefferson, Amidon, Smallwood, and Bradley schools.
Number of classes 13
Number of pupils 197
3104 P street northwest, Sarah M. Davidson, teacher:
Pupils received from Addison, Corcoran, Jackson, Fillmore, and Weightman schools.
Number of classes 10
Number of pupils 147
Total number of classes in cutting and fitting 66
Total number of pupils in cutting and fitting 1,079

PLAIN SEWING.

Elinor M. Colhoun taught in the Adams, Webster, Tyler, Cranch, Grant Road, Garfield, and Good Hope schools:
Number of classes 20
Number of pupils 538
Genevieve Cassin taught in the Grant, Wallach, Cranch, Weightman, Buchanan, Birney, Hillsdale, and Congress Heights schools:
Number of classes 23
Number of pupils 630
Sarah M. Davidson taught in the Peabody School:
Number of classes 7
Number of pupils 167
Hannah Draney taught in the Morse, Twining, Polk, Van Buren, Jefferson, Brookland, Bennings (white), and Bennings (colored) schools:
Number of classes 24
Number of pupils 627
Kate Graham taught in the Brent, Lenox, McCormick, Amidon, Smallwood, Potomac, and Bradley schools:
Number of classes 20
Number of pupils 555
Mary C. Henry taught in the Force, Berret, Phelps, Dennison, Harrison, and Seaton schools:
Number of classes 24
Number of pupils 637
Annie L. Norris taught in the Jefferson School:
Number of classes 4
Number of pupils 96
Frances P. Polkinhorn taught in the Gales, Blake, Franklin, Hamilton, Mott, Brightwood, and Military Road schools:
Number of classes 20
Number of pupils 621
Ernestine R. Thornton taught in the Towers School:
Number of classes 2
Number of pupils 63

Artemesia Wells taught in the Arthur, Maury, Wilson, Mount Pleasant, Monroe, and Soldiers' Home schools:	
Number of classes	19
Number of pupils	480
Clara L. Stanton taught in the Addison, Jackson, Fillmore, Corcoran, Birch, Blunt, Threlkeld, and High Street schools:	
Number of classes	22
Number of pupils	511
Charlotte White taught in the Blair, Blair annex, Madison, Taylor, Pierce, Pierce annex, Carbery, and Henry schools:	
Number of classes	24
Number of pupils	646
Total number of classes in plain sewing	207
Total number of pupils taught plain sewing	5,571
Number of pupils taught cutting and fitting	1,079
Number of pupils taught plain sewing	5,571
Total	6,650

STATISTICS OF MANUAL TRAINING, SCHOOL YEAR 1895–96.

High-school shops, 624 and 626 O street northwest:	
Machine shop—	
Fifty-one boys from the second, third, and fourth year classes, Central.	
Cost of repairs, supplies, and new tools	$501.08
Forging shop—	
Fifty-two boys from the first and second year classes.	
Cost of repairs, supplies, and new tools	318.62
Wood-turning and pattern shop—	
Ninety-eight boys from the first and second year classes.	
Cost of repairs, supplies, and new tools	207.19
Drafting room—	
For all pupils receiving instruction in above shops.	
Cost of repairs, supplies, and new instruments	61.60
Principal, Mr. A. I. Gardner.	
Assistants, Messrs. R. B. Hayes and F. E. Skinner.	
Grammar-school shops, bench work:	
624 and 626 O street northwest—	
Three hundred and forty boys from the Abbot, Henry, Polk, Seaton, Morse, Twining, and Webster schools.	
Cost of repairs, supplies, and new tools	440.93
Instructors, Messrs. P. L. O'Brien and H. B. White.	
Blair School, I street between Sixth and Seventh streets northeast—	
One hundred and forty-seven boys from the Blair, Taylor, Pierce, Madison, and Hamilton schools.	
Cost of repairs, supplies, and new tools	207.47
Instructor, Mr. R. T. Pumphrey.	
Gales School, First street and Massachusetts avenue northwest.	
One hundred and thirty boys from the Arthur, Blake, and Gales schools.	
Cost of repairs, supplies, and new tools	181.62
Instructor, Mr. J. A. Montgomery.	
Peabody Annex, Sixth street between B and C streets northeast—	
One hundred and seventy-six boys from the Carbery, Maury, Peabody, and Towers schools.	

Grammar-school shops, bench work—Continued.
Cost of repairs, supplies, and new tools $184.13
Instructor, Mr. J. K. Potter.
Seventh and G streets southeast.
One hundred and seventy-eight boys from the Lenox, Brent, Wallach, Towers, and Tyler schools.
Cost of repairs, supplies, and new tools 111.63
Instructor, Mr. J. A. Degges.
Jefferson School, Sixth street and Virginia avenue southwest—
One hundred and sixty-two boys from the Jefferson, Smallwood, and Bradley schools.
Cost of repairs, supplies, and new tools 144.90
Instructor, Mr. E. J. Dakin.
Thomson School, Twelfth street between K and L streets northwest—
One hundred and eighty-three boys from the Dennison, Harrison, Berret, Franklin, and Phelps schools.
Cost of repairs, supplies, and new tools 263.78
Instructor, Mr. W. R. Sheid.
Force School, Massachusetts avenue, between Seventeenth and Eighteenth streets northwest—
One hundred and seventy-nine boys from the Adams. Grant, Denison, Berret, and Weightman schools.
Cost of repairs, supplies, and new tools 224.59
Instructor, Mr. F. Schweinhaut.
1359 Thirty-second street northwest—
Two hundred and four boys from the Addison, Jackson, Fillmore, Corcoran, Weightman, and Grant schools.
Cost of repairs, supplies, and new tools 211.51
Instructor, Mr. T. W. Fuller.
Van Buren Annex, Anacostia—
Thirty-five boys from the Van Buren and Van Buren Annex schools.
Cost of repairs, supplies, and new tools 33.49
Instructor, Mr. E. Baldwin.
Anacostia Road School, Bennings—
Twelve boys from the Bennings School.
Cost of repairs, supplies, and new tools 9.50
Instructor, Mr. E. Baldwin.
Bennings Road School, Bennings—
Eleven boys from the Bennings Road School.
Cost of repairs, supplies, and new tools 20.23
Instructor, Mr. E. Baldwin.
Mott School, Sixth and Trumbull streets northwest—
Thirty-one boys from the Mott and Wilson schools.
Cost of repairs, supplies, and new tools 60.82
Instructors, Messrs. E. Baldwin and F. L. Harries.
Monroe School, Steuben street, between Seventh and Eighth streets northwest—
Twenty-eight boys from the Monroe and Brightwood schools.
Cost of repairs, supplies, and new tools 43.79
Instructor, Mr. E. Baldwin.
Johnson School, Mount Pleasant (new shop)—
Fifty-six boys from the Johnson School.
Cost of equipment $387.59
Cost of supplies 127.80
Total cost 515.39
Instructor, Mr. F. L. Harries.

Grammar-school shops, bench work—Continued.	
Hillsdale School, Hillsdale—	
Thirty-six boys from the Hillsdale and Birney schools.	
Cost of repairs, supplies, and new tools	$58.03
Instructor, Mr. F. L. Harries.	
Number of seventh-grade boys enrolled in city shops at the opening of school	912
Number of eighth-grade boys enrolled in city shops at the opening of school	787
Number of boys enrolled in high-school shops at the opening of school	201
Number of boys enrolled in county shops at the opening of school	209
Total enrollment at the opening of school	2,109
Total enrollment at the close of school	1,732
Average enrollment	1,920
Cost of maintaining 4 high-school shops	$1,088.49
Cost per pupil, high school (average enrollment, 188)	$5.79
Cost of maintaining 10 city grammar-school shops	$1,970.56
Cost per pupil, grammar school (average enrollment, 1,542)	$1.28
Cost of maintaining 6 county shops	$225.86
Cost per pupil, county (average enrollment, 190)	$1.19
Cost of equipment and supplies for one new county shop	$515.39
Total cost for all shops, including additions to tool equipments, repairs, and supplies for the year	$3,800.30
Cost per pupil (average enrollment, 1,920)	$1.98

The following papers, printed for the use of teachers, show to some extent the trend of geographic teaching in our schools:

PHYSIOGRAPHY.

[Syllabus of a field lecture given by Mr. Bailey Willis, of the Geological Survey, to the teachers of the Washington schools.]

1. Geographic teaching in the past has dealt with the earth's features as a series of fixed forms; oceans and continents, valleys, plains, hills, mountains and mountain ranges, rivers and lakes have been described as immutable facts, having had no growth in the past, being subject to no change in the future.
2. Geographic teaching should deal with the evolution of the earth's features, which have undergone, and while the atmosphere lasts, will continue to undergo, changes.
3. The sun's heat is the force which effects the changes. The atmosphere and running water are the agents or tools with which the work is performed on land Elevation of the land surface above the sea is the condition which makes work possible. Reduction of any land surface to base level is the end of the work of degradation for that area. Internal forces of the earth's mass, which renew the elevation of the land, maintain or revive the process.
4. The process of geographic evolution should be taught inductively. To this end those phases of the process which can be observed should be studied in the field.
5. The evolution of a valley is the simplest phase of the process accessible to ordinary observation. It can be studied in miniature in the growth of a gully. Its steps are:

   a. The rain falls, gathers into rills, and runs down the lines of quickest descent.

   b. The running water wears a channel, carries away the loose or abraded material, and cuts a canyon which is surrounded by untouched elevated masses. (Incidental conclusion: The canyon is the type of a young valley.)

c. The fall of the rill is more rapid near its head than at its lower course; the material cut away above is deposited in the lower reaches. (Therefore, the upper course will eventually be cut as deep as the lower.)

d. The rill carries earth downward; it cuts most rapidly near the source; it thus increases its fall near the source and consequently its power to cut. (Hence, the stream works backward, retrogressively, into the mass of elevated land.)

e. Little tributaries of the minature canyon are cutting subordinate canyons; lower down the branches have cut canyons which are wider than those farther up; all these tributaries are working backward, as the main rill does. The lower tributaries not only run in wider gullies, but are also longer. (Considering that streams all work backward, and all in time widen and lengthen their gullies, it appears that the longest and widest gullies, other things being equal, are the oldest, and the lower reaches of the gullies may be said to be older than the upper.) A stream system of this character (called autogenous) may be compared to a tree which is constantly putting forth new twigs above and growing larger below.

f. The sediment brought from above is deposited in the lower reaches of the main rill and its larger tributaries. This deposit forms a flood plain, over which the water sweeps at flood tide. As the stream falls it cuts new channels with abrupt banks. The flood plain may be built higher than the neighboring levels; then the stream flows in a raised channel, and occasionally breaking out causes great inundations.

g. The course of a stream through its flood plain is crooked. In any bend the water is shallow on the inner side, which allows a shoal to be formed there by deposition. On the outer side of the bend the water is deeper, and the bank is scoured, undercut, and caved in by the current. Thus the bend is exaggerated by deposition on one side and the cutting away on the other. Streams in their flood plains accordingly develop increasingly crooked courses.

h. It has been noted that streams cutting youthful channels, canyons, work backward. By the process of caving the walls of the canyon become slopes of talus; loose material on these slopes creeps downward as the stream undermines or carries away the foot; thus the banks assume gentler inclinations and their crests recede. Rills develop on the banks and cut them. By recession of the banks and by development of minor tributaries the watershed of the main stream finally extends to all the area within reach, being limited only by the divide which lies between it and the next gully. When streams have thus developed, so that they immediately drain every part of the territory, they are working most efficiently; they may be called mature.

i. In maturity of streams, slopes from the divides are still steep, but they pass into gentler slopes a short distance below and these into the base level of the flood plain. As the streams continue their work the divides are cut narrower and narrower, lower and lower. The flood plain ascends the stream. When the divide is so lowered that the stream no longer has fall enough to carry away any material, even from the divide, then the base level of the flood plain has ascended to the source and the work of the stream is done. The stream may be said to be old.

Three ages of a valley.
- Youth = canyon, through elevated masses.
- Maturity = valley, bounded by sharp divides.
- Old age = base-level plain.

(Youth, maturity, and age, as applied to streams, do not necessarily represent like periods of time in different cases. One stream under favorable conditions may assume a mature or aged phase, while another is still young. The terms stand for topographic phase rather than lapse of time.)

6. All of the preceding statements should be verified by observation of a gully or gullies. The presence of running water in the gully is not important; the

forms and character of the valley at its different stages are essential. Let the pupils model them in sand and draw maps in the field; insist on characteristic forms rather than on accuracy of proportion.

7. Study Rock Creek gorge. What is its phase? Young, mature, or old? It is a canyon, at the bottom of which the stream is actively at work, as is shown by many rapids and the rocky walls wherever the rock is solid. Its tributary streams all have rapid falls and do not immediately drain much of the elevated land. The characteristics are those of youth.
8. Pass to a still larger example, the Potomac River. It also is characterized by a youthful phase below Great Falls. From the Aqueduct Bridge the canyon above can be compared with a limited flood plain or delta below.
9. Make the most of this small extent of flood plain. Point out that the river, Rock Creek, and their many tributaries are working to reduce all of the higher land masses about here to the level of the flood plain—to the base level. Dwell on this; show that the streams work unceasingly, and, as their muddy waters testify, with effect; in the long run, their incessant growth backward and sideways must develop mature forms of topography; and by the same process these must sink to the base level, which marks old age.
10. Go to any elevated outlook—the terrace of the Capitol, for instance, and note that the horizon is a dead level. If the valleys of the Potomac and the Eastern Branch and all their tributaries were filled up to the level of the horizon line, the surface would constitute a great plain. But by induction from the gully it has been shown that the streams have carved out these valleys; therefore, by filling in the low places to their former level, we may recognize the ancient plain which has, to some extent, been dissected. This may be made clearer by following down some ravine leading to Rock Creek or the Potomac. At its very head it will be evident that the surface is being cut into and that the latest gully might be filled in level, and descending, the work of restoration changes only in magnitude, not in kind.
11. When this plain is recognized, it may be pointed out that it is just such a level as the streams are working to carve from the now elevated land mass. But the only level which the streams can carve is a base level—a plain at sea level—in this vicinity. Hence it follows that when this ancient plain was carved it must have been in the position of sea level, 200 feet below its present elevation. Therefore, the old plain has been raised, the earth's breast has heaved, and this gentle, extensive uplift has exposed the land masses to further degradation. The Potomac, Rock Creek, and Eastern Branch all went to work to cut new canyons. Their channels in the ancient plain were very old. Their revived channels below the ancient plain are young.

THE MAKING OF COLUMBIA.

By W J McGee.

THE REGION.

The District of Columbia is located on the boundary between two great natural districts or provinces, the Piedmont plateau and the Coastal plain.

The Piedmont province is a low plateau composed of ancient crystalline rocks, extending westward to the Blue Ridge and stretching far northeastward and southeastward. This plateau is trenched by Potomac and other rivers and their tributaries, and its surface has been molded into hill and vale, broad divide and narrow valley, by the action of running water. During the ages past it was a high plateau or mountain range, which was first cut through and afterwards carried away by the Potomac and neighboring rivers of eastern United States.

The Coastal province is a broad lowland made up of sedimentary formations. It extends from the capital to the coast, and thence as shallow sea bottom for over a hundred miles into the Atlantic, ending in a steep slope toward the ocean depths; and it stretches northward to New York and southward to the limits of the continent. Thus the Coastal plain is about half land and half sea bottom. Through the land portion broad estuaries pass bearing the waters of Potomac and other rivers to the sea; and in the bottoms of the estuaries and in the sea bottoms beyond certain channels have been revealed by soundings.

The history of the making of Columbia may be read from the land forms of the two provinces, and from the sedimentary formations or deposits of the Coastal plain.

DEFINITIONS.

The student of geology takes note of (1) processes or agencies and (2) products. The chief agency concerned in the making of Columbia is water, and the chief processes are (*a*) erosion and (*b*) transportation by running water, together with (*c*) deposition of the transported material in slack water; or, in more general terms (I), degradation and (II) aggradation.

Imagine a considerable area of earth crust to rise in such manner as to transform smooth sea bottom to dry land, and then conceive the changes which would be wrought on the surface. When the rains fall, a part of the water will lie long on the level surface and form marshes, but here and there rivulets will form and flow down the gentle slopes toward the sea; the rivulets will cut rills and, as the water gathers strength with increased volume, will dig gullies; eventually the rills will unite in streamlets and brooks, and the gullies will expand into ravines and valleys, and in time streams and rivers will be formed, each flowing in a gorge or valley of its own making. In this way the surface of the uplifted sea bottom will be carved into valley systems, and the forms of the valleys will determine the forms of the hills and divides by which they are bounded. It is in this way that the lands of the earth are sculptured, and the sculpture of running water produces a characteristic topography.

The earth matter cut out of the rills, gullies, ravines, and valleys is transported by the running water into the adjacent lake or sea, where it is dropped, swept here and there by the waves, and eventually built into sheets of sediments or formations. So long as land and sea maintain their relative position, the sediments are accumulated continuously and constitute a single formation; but if the earth crust rises or sinks, the formation changes. If the earth crust rises, the ocean withdraws and sea bottom is converted into land to be sculptured into land forms; if it sinks, the ocean advances and sediments are laid down over the land forms sculptured by the running waters, and an unconformity is produced.

Thus in regions like the Coastal plain province there are two important classes of products, (*a*) land forms and (*b*) formations, and the unconformities separating the formations are old land surfaces.

The making of Columbia is recorded in land forms, formations, and unconformities produced in this way.

THE LAND FORMS.

Above the mouth of Rock Creek, Potomac River flows in a steep-bluffed gorge cut sharply in the Piedmont plateau. Rock Creek, too, occupies a narrow and rugged valley cut in a plain—a plain so definite that the eye instinctively notes its continuity and fails to note the valley save when near its brink. The lesser tributaries of the Potomac and of Rock Creek flow in narrower valleys, gorges, and ravines, each proportionate to the length and strength of its stream. Thus the western part of the District is a land of sharp-cut gorges and ravines, with rugged hills between; while toward the main divides the waterways diminish in depth and the surface becomes a gently undulating plateau. And it is evident that each channel, great and small, was carved by the great or small stream now occupying it; it is evident,

too, that the channels are deep because this part of the land stands high above the level of tide; and after a little study of the steepness of the valley sides, it is evident also that the period of valley cutting was not very long, for the steep slope is a sign of rapid stream w rk.

Below Rock Creek Potomac River expands in a tidal estuary, flanked by moderately steep bluffs and lined with alluvium or river mud. Anacostia River occupies a similar but smaller trough, relatively broad and shallow as that of the Potomac; and its bluffs rise to a moderately uniform plain in which the trough is excavated. The lesser tributaries are estuaries toward their mouths, but flow in steep-sided gorges and ravines much like those of the Piedmont toward their sources, while the divides are broad, flat plains in which the drainage systems are imperfectly developed. Thus the eastern portion of the District is a land of steep-bluffed tidal estuaries, narrowing above into gorges and ravines, with ill-drained expanses between. The history recorded in these land forms is a little more complex than that recorded in the Piedmont. Since the valleys are proportionate in size to their streams, it is evident that all were cut by the streams now occupying them; since the head-water ravines do not unite in the broad divide plains, and since the slopes are steep, it is evident that the land has not stood above the ocean long enough to permit the drainage systems to extend themselves over the entire surface, and since the larger valleys are occupied by tide water and lined with alluvium it is evident that the land formerly stood higher than now, and has since subsided so far as to permit ocean water to drown the larger river-cut valleys. So the land forms of the District tell of certain agencies and movements concerned in the making of Columbia.

THE FORMATIONS.

Washington is located in a triangular amphitheater, opening southward through its southern angle. This amphitheater is lined with a peculiar deposit not found over the higher bounding hills; it is composed of brown loam or clay mixed with sand, gravel, and bowlders. This is the Columbia formation. It is generally coarser below and finer above, the upper portion being used as brick clay; and in general it is coarser toward the gateway in the wall of the amphitheater through which the Potomac enters in the western part of the city, and finer in the eastern and southern portions of the amphitheater. On comparing this deposit with the alluvium dredged out of the river bottom there is found so close similarity as to warrant the conclusion that both were produced by the same agency—that just as the river is depositing the alluvium at the present time, especially during the spring freshets, so the Columbia formation was deposited by the river during the freshets of past ages. This conclusion involves the supposition that during the Columbia period the land stood lower than now, so that the Potomac estuary occupied the entire amphitheater. Comparison of the alluvium with the Columbia deposits reveals certain minor differences in the deposits, notably a larger proportion of brown loam and a larger number and size of bowlders in the ancient one; and these differences suggest that during the Columbia period the climate was colder than now, the bowlder-bearing ice floes larger, and the thaw freshets more destructive to soil than at present. These features suffice to correlate the Columbia formation with the glacial deposits of northern United States. Thus the Columbia formation records definitely a period during which the land stood lower than now and the sea encroached farther, and when the climate was colder than now. Detailed study of the formation indicates that there were two epochs of depression of the land, separated by a stage of elevation, the submergence during the earlier period being much the greater. The earlier Columbia deposits are found over the lower hills and uplands flanking the Washington amphitheater up to 200 feet above tide; the later Columbia mantles Capitol hill and other portions of the amphitheater up to about 100 feet above tide.

The distribution of the Columbia deposits is such as to indicate that the great estuaries of Potomac and Anacostia rivers and the narrower rock-bound gorge of the

Potomac from Great Falls to its source were carved out in nearly their present form before the Columbia period; thus these great geographic features record a pre-Columbia period, during which the land stood far above its present level, so that the ocean retreated far beyond the present shore line, probably to the great submarine scarp 100 miles offshore. This period was one of great importance in the making of Columbia, though it has only recently been defined through recognition of principles developed during researches in the District. At that time the entire Coastal plain was land, so far elevated that rivers and brooks flowed swiftly across it and down its slopes, producing characteristic land sculpture—a surface now represented in one of the strongest unconformities in the Coastal plain.

On some of the highest hills bounding the Washington amphitheater there is found a deposit of red clay and well-rounded pebbles of quartz and quartzite somewhat resembling the Columbia, but differing in that the pebbles are harder and more worn and in that the deposit is more uniform and homogeneous; this is the Lafayette formation. Outcrops of the Lafayette are found on Good Hope Hill, in the uplands about Soldiers' Home, and on the hills toward Tenley; and most of the broad divides between the head-water ravines in the eastern part of the District and still farther eastward are floored with the deposit. The structure of the deposit indicates that it was arranged by waves and currents along the shore of a shallow ocean stretching far northward and southward; and its uniformity indicates that the deep valleys of the modern estuaries did not exist, and that it was laid down on smooth sea bottom, a former smooth land surface, before the post-Lafayette period of high level. It is composed of materials which are either decomposed and thus degraded chemically (the brown loam), or of great chemic obduracy (the quartz and quartzite); and the simplest explanation of its composition is that its materials were gathered by swiftly flowing streams over a land which had long been subjected to the action of chemic rather than mechanical agencies—i. e., land lying low for a long period, so that running water was sluggish and impotent, while decomposition of the rocks and soils went on apace.

So the Lafayette formation tells of a time when the land was low, so low that the Atlantic encroached beyond the longitude of Washington; it tells, too, of a seaward tilting of the Piedmont, whereby the streams were made swifter than before, so as to tear up residuary soils and ancient quartz ledges. The distribution of the Lafayette indicates that it was originally a continuous mantle stretching from the Piedmont far seaward and northward and southward throughout the Coastal plain; but that during the subsequent period of high level it was entirely cut away along the larger and many of the smaller streams, so that it is now represented only by a series of remnants on the higher divides in the District and contiguous portions of Maryland and Virginia.

Thus the Lafayette formation is a definite record of a great subsidence and seaward tilting of the land; and at the same time it records a previous geographic condition during which its materials were prepared by chemic processes, and a subsequent geographic condition during which most of its volume was carried away by running waters.

THE COMBINED RECORD OF LAND FORMS AND FORMATIONS.

The margin of the Piedmont plateau reaching the District is a land of fairly smooth contour, albeit trenched by gorges and ravines, and its rocks yield red clays and quartz fragments on decomposition; and these conditions are in accord with the evidence of the Lafayette formation. Thus, the period of the shaping of the plateau may be correlated with the period closed by the deposition of the formation.

The great gorges of the Potomac and Anacostia and of Rock Creek and other tributaries tell of a period when the land stood high above its present level; and this is in accord with the degradation of the greater part of the Lafayette, and permits correlation of the land forms in the two provinces.

The lining of the Washington amphitheater with Columbia deposits records a period when the land stood low and when the climate was cold, and this gives a date for the correlation of local geologic history with general geologic history.

Thus the land forms and the formations, when carefully studied and interpreted, yield a record of the making of Columbia during the ages. The streams flowed down to the sea, the waves rolled along the shores, sediment was gathered here and deposited there, the earth crust alternately heaved and sank; as time passed valleys were born and hills were fashioned, and the face of the land was transformed again and again; each new geography was wrought from the old, and each can be restored in mind or in picture from the study of hill and rock; and each stage in evolution was an important episode in the making of modern Columbia.

Formations of the District of Columbia.

Formation.	Character and relation.	Thickness.	Age.
Alluvium	River mud, marsh, etc.	0–20 feet	Recent.
	Unconformity.		
Later Columbia	Brick clay, sand, gravel, bowlders	0–25 feet	Pleistocene.
	Great unconformity.		
Earlier Columbia	Loam, sand, gravel, bowlders	0–20 feet	
	Very great unconformity.		
Lafayette	Orange loam, sand, and gravel	10–20 feet	Neocene.
	Great unconformity.		
Chesapeake	Fine sands, clays, etc.	5–50 feet	
	Unconformity.		
Pamunkey	Sand, marl, greensand, etc.	5–25 feet	Eocene.
	Great unconformity.		
Potomac	Sand, clay, gravel, etc.	5–300 feet	Cretaceous.
	Very great unconformity.		
Piedmont	Gneiss with quartz veins, etc	Unknown	Pre-Cambrian?

CONCLUSION.

In conclusion I beg to state that I believe the year has been one marked by reasonable success, though much remains to be done to put the schools in a condition that will be satisfactory to all.

I am, yours, very respectfully,

W. B. POWELL, *Superintendent.*

The BOARD OF TRUSTEES.
November 23, 1896.

REPORT OF SUPERVISING PRINCIPALS.

WASHINGTON, D. C., *June 30, 1896.*

SIR: Acting on behalf of the supervising principals of the first six divisions, I have the honor to submit for the school year 1895–96, just completed, this consolidated report, in which will be found incorporated several tables of statistical information relating to the condition of school buildings, the distribution of schools, the attendance and punctuality of teachers and pupils, and divers other matters of like kind.

SUPERVISION.

A detailed account of the duties of the supervising principals was given in the last report. During the past year no marked departure has occurred therefrom.

Each supervisor has endeavored, as heretofore, to carry out faithfully the instructions of the school board and the superintendent. To the latter frequent reports were made respecting the methods employed, the efficiency or inefficiency of teachers, and countless other matters pertaining to the successful administration of the schools.

Each one has felt responsible for the work of the schools of his division, knowing intimately the work of every room. He has held grade meetings, given lessons for his teachers, inspected and examined classes, received refractory pupils, looked after the sanitation of buildings and grounds, cared for the comfort of the children, and at all times cooperated with the superintendent in advising teachers as to the best methods of instructing and governing the schools.

The clerical labors of the supervising corps have been greatly increased by the steady growth in the number of schools, as well as by introduction and extension of the free text-book system. Were the burdensome task of distributing books and supplies, and the keeping of necessary accounts and records relative thereto, entirely confined to the usual hours of school, there would be little time left for strictly professional duties. The privilege of using a horse and wagon in each division two or three times a month would greatly facilitate the distribution of supplies, and do away with the disagreeable necessity of asking the larger pupils to carry through the streets heavy baskets laden with books and papers.

THE TEACHING.

The effort to study the individual child, and adapt the instruction to his particular needs, has been continued by our teachers during the past year with increasing success.

In separating the schools into two or three sections there has been a more rational grouping of those having like or corresponding abilities for work, development, and reception than was the case when the subject was in its experimental stage. Greater facility in attending adequately to the wants of individual children without neglecting the interests of those in other sections of the class has been acquired.

Many of the teachers who viewed the new movement with alarm at its incipiency, believing it could only end in retarding their school work, relaxing their discipline, and exhausting their strength, have since become its warmest advocates as well as its best exponents. Others have been led to see its merits and are gradually becoming more expert in its application. In most instances good alone has come from the sectional plan during the past year, and there can be little or no doubt that another year will bring about better results with less effort and less expenditure of nervous force on the part of the teacher and a corresponding increase of power on the part of the pupils. It is difficult to enumerate the many advantages which have been found to exist under the present plan or to emphasize sufficiently the necessity for it. It relieves the pressure upon the child held in the past to work so many hours per day with his teacher—pressure which resulted in inertia, inattention, and fatigue. While the pupil is in no way idle in the interim of recitation, there is rest and strength in the change and a freshness and brightness in taking up oral work again. Pupils who have remained silent in a large class have been eager to do some work in a small class where the tasks before them were adapted to their individual capacities.

This happy combination of recitation and busy work bearing directly thereupon has done much toward eradicating bad habits of study. The pupils are learning to study thoroughly and quickly, and to concentrate their minds upon the work in hand. They are held more closely to their work, yet feel the responsibility of it. In this way greater progress is made in the acquisition of knowledge, while at the same time good methods are learned and correct habits formed, things that will prove of inestimable value in the future. It is needless to say that the supervising principals have at all times endeavored to second your efforts in advancing the new plan by rendering such aid to their respective teachers as the circumstances seemed to demand.

THE PRIMARY GRADES.

The work done by the teachers of the lower grades under the immediate direction of the supervisor of primary methods can unquestionably be characterized as excellent. The purpose of each line of work

was, as a whole, successfully accomplished, and yet all lines were so thoroughly correlated that differentiation seems almost impossible. In nature study, language training, reading, phonics, number work, and the beginnings of geographical investigation rational plans were pursued, modified whenever necessary to meet the individual needs of a group of children or even a school. Whenever weak teaching was found, as it must be admitted was sometimes the case, it could usually be traced to the failure on the part of the teacher to make her children careful observers during the several months at the very beginning of the school year.

As a rule, too great praise can not be given to the teachers of these grades for their indefatigable efforts to have the pupils acquire for themselves a fundamental quantum of knowledge and use this self-found knowledge in the way best adapted to promote strength for future work.

NATURE STUDY.

To the life sciences, plants and animals, much attention was given by the teachers of the first four grades, with a far better comprehension of their scope and purpose of the work than heretofore. The pupil was taught to become a personal investigator of whatever phase of nature lay before him, thereby doing much toward interesting and stimulating himself, while the effort of the teacher was directed to relating and adapting the discovered facts to the needs of her different children and to the other work of the school. In this way the nature work became a basis for expressive study of all kinds, so that the child's powers of observation, expression, and thought were constantly undergoing development. The plants were selected which were most common and most attractive, and wherever possible animals were studied alive. Care was taken that the plant or the animal was considered as typical of some class or tribe. At each stage of the work appropriate literature was introduced. As an aid to geography, an examination was made of the most common materials of the earth, especial emphasis being given to soil making and the work of water, a more detailed account of which features will be found elsewhere.

As to physical science it can be said that due consideration was given in the proper grades to the simple experiments pertaining to water, air, and heat, but some topics which seem most fundamental it was unfortunately found necessary, owing to the pressure of other work, either to teach in a desultory way or altogether omit.

LANGUAGE.

As in the past every subject contributed to the pupil's training in language. Every thought which he expressed whether oral or written was made a part of his instruction in English. Written exercises were so frequent in the different studies that it can safely be said that the

capacity of the pupils to write clear and correct English was constantly undergoing development. The improvement in the ordinary speech of pupils was perhaps less satisfactory, and toward this matter the attention of the teachers should be especially directed hereafter. In the employment of the forms of the irregular verbs, considerable progress was observed, but the pronominal forms, as well as certain idiomatic words and phrases, were too often misused. The proficiency of pupils in sentence analysis was marvelously in advance of former years. The study of word analysis, while mainly incidental, was nevertheless quite satisfactory. In reading, the chief aim was to avoid a vague understanding on the part of the pupil of what he read. He was taught to read with distinctness and with expression, but platform mannerisms were discouraged. Spelling was learned in connection with every subject taught, as well as from the Word and Sentence Book. In penmanship many illegible writers became good penmen through the use of the vertical system.

NUMBER.

During the earlier months of the new school year a thorough review of the work of preceding years was again instituted, grade by grade, with most excellent results. This admirable plan has been followed now for three years, and it is impossible to estimate the educational value thereof. Naturally the time requisite to complete this review grows somewhat shorter each year, yet it has been found necessary in a few instances to remind teachers who were prone to linger an undue length of time upon this work that a review did not necessarily mean the perfunctory repetition of the prescribed work of previous grades as found in the text-book, but rather the independent handling of one subject in such a way as to involve as many as possible of the subjects already mastered.

The number work as a whole was satisfactory. The method of teaching employed was objective, rules were derived inductively, fractions taught analytically, and related subjects treated in their proper relations. Pupils were trained to perform correctly the fundamental operations in integers, fractions, and decimals. Many of these pupils, it is true, are still slow workers, needing perhaps more constant practice.

In the higher grades an effort was made to curtail the work by the omission of those subjects whose teachings served no useful purpose. Percentage with common sense applications was emphasized, but the complicated puzzles of the specialist were avoided. In connection with arithmetic the pupils of the eighth grade became familiar very early in the year with literal expressions and algebraic symbols. The subsequent work in algebra was therefore well done, the equation work being especially commendable.

HISTORY.

While various methods were employed in teaching history, recitation

by rote from text-books, or simple historical catechism, was seldom found. Our teachers all endeavored to illumine this study by the introduction of outside reading and topical work. By the simultaneous use of parallel text-books habits of comparison were acquired and mental growth stimulated. The teachers of the sixth grade were especially successful in correlating the study of Longfellow's "Evangeline" and other poems with early colonial history. Unusual enthusiasm was aroused thereby, and a subject often considered dull and uninviting was thus made extremely fascinating. In the seventh grade the history work of the year was completed without the customary drag. Certain important periods were selected, in the study of which essential points alone were emphasized. Causes with their resultant effects were carefully considered and an effort made to discover the natural sequence of related events. In the other grades the work was satisfactory. Particular mention should be made of the excellent results obtained by those teachers who, by their own exertions and frequently at their own expense, acquired valuable reference libraries, which furnished a reserve of historical and other literature for the use of their respective schools. In this connection it may be safely predicted that the new Congressional Library and the recently organized public library of the city will prove, in the near future, valuable factors in advancing our educational work along many important lines.

GEOGRAPHY.

The simple observational work of the primary years has been exceedingly valuable in preparing the children for the several field excursions so necessary in later years. Very early in the fall term the pupils of the fourth and fifth grades were led into the fields by their teachers, class after class, for the purpose of studying more deeply into the significance of the geographical phenomena that lay before them. Their attention was first directed to the common earth-forming rocks, then to rock disintegration, soil making, and the work and effects of water in wearing away, transporting, and depositing materials. Thus the story of the formation of hills, of the evolution of valleys, and other natural features was taught inductively. Wherever the simple phases of those processes which best illustrate soil making were accessible to ordinary observation in the neighboring fields our children could be found roaming about with their teachers in genuine earth study and not in a mere study of a description of the earth's surface. The story of the life of the earth was learned by the pupils out of doors as well as in the schoolroom. This beneficial work was nearly completed when a long continued spell of inclement weather unfortunately prevented a few of the classes from receiving the pleasure and profit experienced by the others. Let us hope that another year these trips may begin as soon as possible after the opening of the schools. Teachers and pupils have alike become more skilled in the power to reproduce by sketches,

maps, and models the different units of observational work, so that the results in representation during the past year were noticeably better than ever before. By the introduction of topics the "Story of Our Continent" was made more interesting than usual in the seventh grade, while corresponding progress can be reported respecting the geological work of the eighth grade, due in a large measure to the instructive talks given to the teachers by Prof. W J McGee and others in the lecture room and in the field. In the several grades due attention was given at the proper time to commercial and place geography.

CONCLUSION.

The remaining studies were taught in much the same way as heretofore, with results equally satisfactory.

In summarizing, it should be said that no year's work was ever done in a better manner. The reasons for gratification are too many to enumerate in this brief report, but mention should certainly be made of the untiring devotion of the teachers to the best interests of the school at all times, but especially during the period of the Washington Teachers' Bazaar. While directing their efforts in every legitimate way toward procuring a permanent fund for the aid of the disabled and veteran ones among their number, they allowed no departure from the regular work to ensue. Though fatigued and often sick, they kept up their tasks day by day with determination and zeal almost miraculous. In this way not only did their own undertaking become a pronounced success, but the progress of the school work was in no way retarded. Evident advancement was made along many lines during the year. The methods of instruction were improved, and largely through your own personal labor the training in language received an impetus that will be felt for a long time to come. The amount of disciplining was smaller. Fewer cases of suspension were reported, while corporal punishment was almost unknown. A deeper interest was manifested by the children in their work, which fact in itself indicates a decrease in the number of distracting influences. Our buildings have been kept in good sanitary condition by the janitors, who, as a rule, have been faithful and conscientious in the discharge of their numerous duties, thereby meriting your fullest approbation.

In closing, permit me, on behalf of the supervising corps, to extend to you, and through you to the board of trustees, sincere thanks for the consideration shown us in all official relations.

W. B. POWELL,
Superintendent of Schools.

W. B. PATTERSON.

FIRST DIVISION.

TABLE I.—*Showing distribution of schools by buildings.*

School.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Total.	Schoolrooms.	Number of teachers.
Franklin	2	2	2	3	1	1	1	2	14	[1] 15	[2] 9
Dennison	2	2	1	1	1	1	1	2	11	[1] 12	[2] 6
Force	2	2	2	2	1	2	1	1	13	[3] 12	13
Berret	1	1	1	1	1	1	1	1	8	9	8
Adams	1	1	1	1	1	1	1	1	8	8	8
Harrison	.....	1	2	1	1	1	1	1	8	8	8
Phelps	1	.....	.....	1	1	2	2	2	9	8	9
Thomson	.....	.....	.....	.....	1	.....	1	.....	2	[4] 6	2
Total number of schools 1896	9	9	9	10	8	9	9	10	73	78	63
Total number of schools 1895	9	9	9	10	8	9	9	10	73	78	63

[1] Including 1 room used by normal school.
[2] Five schools taught by teachers from the normal school.
[3] Including 1 room used for cooking school.
[4] Including 2 rooms used for manual training school and 1 room used for cooking school.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Franklin	Steam	Excellent.	Good	Good	Excellent.	Small	Owned.
Thomson	Furnace	Good	Poor	Poor	Fair	do	Do.
Adams	do	Excellent.	Excellent.	Excellent.	Excellent.	Excellent.	Do.
Dennison	Steam	do	do	do	do	do	Do.
Force	do	do	Good	Good	do	do	Do.
Harrison	Furnace	do	Excellent.	Excellent.	do	do	Do.
Phelps	do	do	do	do	do	do	Do.
Berret	do	do	do	do	do	do	Do.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools, 1896.	Number above second grade, 1896.
	1896.	1895.		
Force	4	2	1, 2, 3	2
Phelps	2	2	1	1
Total	6	4	.....	3

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1896.	1895.	1896.	1895.	1896.	1895.	1896.	1895.	Based on whole enrollment.	Based on average enrollment.
Eighth	9	9	408	432	326	349	300	322	45.3	36.2
Seventh	9	9	413	413	342	327	318	312	45.8	38
Sixth	9	9	407	455	343	371	314	339	45.2	38.1
Fifth	10	10	434	462	367	374	341	343	43.4	36.7
Fourth	8	8	378	371	322	309	295	280	47.2	40.2
Third	9	9	398	388	284	335	299	305	44.2	31.5
Second	9	9	347	432	303	352	275	320	38.5	33.6
First	10	10	483	481	356	358	318	318	48.1	35.6
Total	73	73	3,268	3,434	2,643	2,775	2,460	2,539	44.9	36.2

TABLE V.—*Showing percentage of attendance, cases of tardiness, and absence of teachers.*

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1896.	1895.	1896.	1895.
September	97.6	.....	77	102	3.5	15.5
October	94.3	12	462	430	12	54.5
November	94.1	8	466	397	3.5	35
December	90.4	26	500	325	10.5	12
January	90.9	24	629	747	35	30
February	90.1	22	479	661	15.5	45.5
March	89	23	424	430	16	43.5
April	91.2	13	424	446	45.5	45
May	91.3	13	485	474	23.5	10.5
June	92.8	6	199	212	9	2
Total	.....	147	4,085	4,004	174	299.5

TABLE VI.—*Showing the number of graduates from the Washington Normal School, from other normal schools, from college, and nongraduates.*

Washington Normal School	55
Other normal schools	4
College	2
Nongraduates	8
Total	[1] 69

[1] Including six normal school practice teachers.

SECOND DIVISION (A).

TABLE I.—*Showing distribution of schools by buildings.*

School.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Total.	Schoolrooms.	Number of teachers.
Abbot	1	1	1	1	1	1	1	1	8	9	8
Seaton	2	2	1	1	1	2	1	1	11	[1]12	11
Twining	1	1	1	1	1	1	1	2	9	8	9
Morse	1	.....	.....	2	2	2	2	2	11	8	11
Henry	1	3	3	1	1	2	2	.....	13	12	13
Polk	1	1	2	1	1	.....	1	3	10	8	10
Webster	1	1	2	2	2	2	2	2	14	12	14
Total number of schools 1896	8	9	10	9	9	10	10	11	76	69	76
Total number of schools 1895	7	8	8	9	8	9	9	9	67	61	67

[1] One room used for cooking school.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Abbot	Furnace	Good	Excellent.	Excellent.	None	None	Owned.
Seaton	Steam	Excellent.	Fair	do	Excellent.	Good	Do.
Twining	Furnace	do	Excellent.	do	do	Excellent.	Do.
Morse	do	do	do	do	do	do	Do.
Henry	Steam	do	Poor	do	Small	do	Do.
Polk	Furnace	do	Excellent.	do	do	Good	Do.
Webster	Steam	do	Fair	do	do	None	Do.

TABLE III.—*Showing half-day schools.*

Building.	Half-day schools.		Grades of half-day schools.	Number above second grade, 1896.
	1896.	1895.	1896.	
Abbot	.....	.....	.....	.....
Seaton	.....	.....	.....	.....
Twining	2	.....	1, 1	.....
Morse	6	4	1, 1, 2, 2, 3, 3	2
Henry	2	2	2, 2	.....
Polk	4	4	1, 1, 1, 2	.....
Webster	4	4	1, 1, 2, 2	.....
Total	18	14	.....	2

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1896.	1895.	1896.	1895.	1896.	1895.	1896.	1895.	Based on whole enrollment.	Based on average enrollment.
Eighth	8	7	338	327	285	268	269	253	42.2	35.6
Seventh	9	8	429	331	362	289	343	271	47.6	40.5
Sixth	10	8	483	412	405	359	374	312	48.3	40.5
Fifth	9	9	417	441	361	388	339	355	46.3	40.1
Fourth	9	8	456	370	411	324	386	293	50.6	45.6
Third	10	9	462	404	394	347	369	321	46.2	39.4
Second	10	9	441	386	382	339	351	309	44.1	38.2
First	11	9	575	474	443	363	402	328	52.2	40.3
Total	76	67	3,601	3,145	3,043	2,677	2,833	2,442	47.3	40

TABLE V.—*Showing percentage of attendance, cases of tardiness, and absence of teachers.*

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
	1896.	1896.	1896.	1895.	1896.	1895.
September	98.2	2	49	63	10	11
October	94.6	1	409	251	33.5	34
November	95	11	337	340	13	10
December	93	19	358	298	16	14
January	92.7	13	480	343	39.5	37
February	91	10	376	336	25	31
March	90.4	17	355	287	54	13
April	92	4	357	308	55	21
May	91.8	10	366	381	41	5
June	94.5	6	146	185	19.5	18
Total		93	3,234	2,792	306.5	194

TABLE VI.—*Showing the number of graduates from the Washington Normal School, from other normal schools, from colleges, and nongraduates.*

Washington Normal School	51
Other normal schools	7
College	1
Nongraduates	17
Total	76

SECOND DIVISION (B).

TABLE I.—*Showing distribution of schools by buildings.*

School.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Total.	Schoolrooms.	Number of teachers.
Gales	1	1	2	2	2	1	2	2	13	[1]12	13
Arthur	1	1	1	1	1	1	2	2	10	8	10
Blake	1	1	1	1	1	1	1	2	9	8	9
Blair	1	1	1	1	2	.....	2	2	10	8	10
Blair Annex	.....	.....	.....	.....	.....	2	.....	.....	2	1	2
Taylor	1	1	1	1	1	2	2	2	11	8	11
Madison	.....	1	2	2	2	.....	1	1	9	8	9
Pierce	1	1	.....	1	1	1	3	3	11	8	11
Pierce Annex	.....	.....	.....	.....	.....	1	.....	.....	1	1	1
Hamilton [2]	.....	1	1	1	1	1	1	1	7	[3]4	3
Langdon [2]	.....	.....	.....	.....	.....	1	1	1	3	1	1
Total number of schools 1896	6	8	9	10	11	11	15	16	86	67	80
Total number of schools 1895 [4]	6	9	10	10	11	14	14	16	90	74	[4]84

[1] Including one room used for manual training.
[2] Each teacher has two or more grades.
[3] One room unfinished.
[4] Eight schools in the Twining, transferred May 1, 1895, to the second division (A).

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Gales	Steam	Excellent.	Good	Excellent.	Fair	Parking	Owned.
Arthur	Furnaces	do	Excellent.	do	Excellent.	Ample	Do.
Blake	do	do	do	do	do	do	Do.
Blair	do	do	do	do	do	do	Do.
Blair annex	Stoves	Fair	Poor	Fair	None	None	Rented.
Taylor	Furnaces	Excellent.	Excellent.	Excellent.	Excellent.	Ample	Owned.
Madison	do	do	do	do	do	Small	Do.
Pierce	do	do	do	do	do	Boys', small; girls', ample	Do.
Pierce annex	Stoves	Good	Poor	Fair	None	Small	Rented.
Hamilton	do	Fair	Fair	Privies	[1]	Ample	Owned.
Langdon	Steam	Excellent.	Good	do	None	None	Rented.

[1] Unfinished room used as a play room.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools.	Number above second grade.	
	1896.	1895.		1896.	1895.
Gales	4	2	1, 2	.....	.....
Arthur	4	4	1, 2	.....	.....
Blake	2	2	1	.....	.....
Blair	4	4	1, 2	.....	.....
Blair annex	2	2	3	4	2
Taylor	6	4	1, 2, 3	2	.....
Madison	2	2	1, 2	.....	.....
Pierce	6	4	1, 2	.....	.....
Pierce annex	.....	.....	.....	.....	.....
Hamilton	1	1	1, 2	.....	.....
Langdon	1	1	1, 2	.....	.....
Total	32	26	.....	6	2

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1896.	1895.	1896.	1895.	1896.	1895.	1896.	1895.	Based on whole enrollment.	Based on average enrollment.
Eighth	6	6	283	303	239	254	226	243	47.1	39.8
Seventh	7	8	352	403	292	334	275	313	50.2	41.7
Sixth	8	9	404	455	335	374	309	346	50.5	41.8
Fifth	9	10	468	531	397	425	365	387	52.0	44.1
Fourth	10	10	531	527	447	425	370	390	53.1	44.7
Third	9	11	453	549	380	451	350	413	50.3	42.2
Second	13	12	589	567	486	466	449	429	45.3	37.3
First	14	14	805	822	589	600	536	544	57.5	42
Total	76	80	3,885	4,157	3,165	3,329	2,880	3,065	48.5	39.5
County schools	4	4	488	151	130	117	118	110	47	32.5
Grand total	80	84	4,073	4,308	3,295	3,446	2,998	3,175	48.4	39.2

NOTE.—Statistics for 1895 include the Twining School; those for 1896 do not.

TABLE V.—*Showing percentage of attendance, cases of tardiness, and absence of teachers.*

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1896.	1895.	1896.	1895.
September	97.7	1	46	105	1	1
October	94.2	9	423	369	19	7.5
November	93.9	4	309	435	8	20.5
December	91.9	16	371	301	7.5	11.5
January	90.9	11	488	541	33	78.5
February	89.2	3	403	395	35.5	45
March	89.1	8	399	362	55.5	12.5
April	91.6	3	340	372	20	14.5
May	92.5	17	388	364	5	16.5
June	93.6	6	226	184	5.5	4
Total	.....	78	3,393	3,429	190	211.5

NOTE.—Statistics for 1895 include the Twining School; those for 1896 do not.

TABLE VI.—*Showing the number of graduates from the Washington Normal School, from other normal schools, from college, and nongraduates.*

Washington Normal School	64
Other normal schools	7
College	0
Nongraduates	9
Total	80

THIRD DIVISION.

TABLE I.—*Showing distribution of schools by buildings.*

School.		Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Total.	Schoolrooms.	Number of teachers.
Peabody		2	2	2	2	2	3	2	2	17	12	17
Carbery		1	1	1	1	1	1	2	2	10	8	10
Maury		1	1	1	1	1	1	2	2	10	8	10
Towers		1	1	1	1	1	1	2	3	11	8	11
Wallach		1	2	3	2	2	1	.....	.....	11	12	11
Brent		1	1	1	2	1	2	1	2	11	8	11
Lenox		1	1	1	2	1	1	2	2	11	8	11
McCormick		.....	.....	.....	.....	1	2	1	2	6	4	6
Total number of schools	1896	8	9	10	11	10	12	12	15	87	68	87
	1895	7	9	11	11	10	11	11	15	85	68	85

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water closets.	Play rooms.	Yards.	Owned or rented.
Peabody	Steam	Excellent.	Good	Good	Good	Small	Owned.
Carbery	Furnaces	do	Excellent.	Excellent.	Excellent.	do	Do.
Maury	do	do	Fair	Good	do	Good	Do.
Towers	do	do	Excellent.	Excellent.	do	Small	Do.
Wallach	Steam	do	None	Good	None	Ample	Do.
Brent	Furnaces	do	Fair	do	Excellent.	Small	Do.
Lenox	do	do	Excellent.	Excellent.	do	do	Do.
McCormick	do	do	do	do	do	Ample	Do.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools.	Number above second grade.	
	1896.	1895.		1896.	1895.
Peabody	6	6	1, 1, 2, 2, 3, 3	2	2
Carbery	4	3	1, 1, 2, 2	.....	.....
Maury	4	4	1, 1, 2, 2	.....	.....
Towers	6	6	1, 1, 1, 2, 2, 3	1	1
Wallach	.....	2	.....	.....	2
Brent	6	6	1, 1, 2, 3, 3, 4	3	3
Lenox	6	6	1, 1, 2, 2, 3, 4	2	2
McCormick	4	4	1, 1, 2, 3	1	.....
Total	36	37	.....	9	10

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1896.	1895.	1896.	1895.	1896.	1895.	1896.	1895.	Based on whole enrollment.	Based on average enrollment.
Eighth	8	7	370	401	314	330	294	312	46	39
Seventh	9	9	412	411	361	349	343	327	45	40
Sixth	10	11	464	557	409	476	385	447	46	40
Fifth	11	11	552	554	478	482	413	452	50	43
Fourth	10	10	523	516	475	444	444	415	52	47
Third	12	11	629	541	562	492	528	457	52	46
Second	12	11	543	613	474	487	461	451	45	39
First	15	15	772	782	588	613	535	553	51	39
Total	87	85	4,265	4,375	3,661	3,673	3,403	3,414	48	41

TABLE V.—*Showing percentage of attendance, cases of tardiness, and absence of teachers.*

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1896.	1895.	1896.	1895.
September	97.9	.....	15	33	11	9
October	95.4	9	212	174	37	31.5
November	95.4	7	133	178	24	14
December	93	12	187	132	30	32
January	92.1	8	226	249	82	62.5
February	91.3	36	176	193	95	54.5
March	91	19	174	144	62.5	70.5
April	93.4	10	161	152	67.5	88
May	93	3	180	156	46	66
June	94.8	3	70	79	30	37
Total	.....	107	1,534	1,416	485	465

TABLE VI.—*Showing the number of graduates from the Washington Normal School, from other normal schools, from college, and nongraduates.*

Washington Normal School	68
Other normal schools	2
College	1
Nongraduates	16
Total	87

FOURTH DIVISION.

TABLE I.—*Showing distribution of schools by buildings.*

School.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Total.	Schoolrooms.	Number of teachers.
Jefferson	2	2	3	3	2	2	2	3	19	[1]19	19
Amidon	.....	.....	2	2	3	1	2	2	12	8	12
Smallwood	1	1	1	1	.....	2	3	3	12	8	12
Bradley	1	1	1	1	1	1	1	2	9	8	9
Potomac	.....	.....	.....	.....	1	1	1	1	4	4	4
Total number of schools 1896.	4	4	7	7	7	7	9	11	56	47	56
Total number of schools 1895.	4	4	7	7	7	7	9	11	56	50	56

[1] One room used for cooking.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Jefferson	Steam	Excellent.	Fair	Excellent.	Excellent.	Excellent.	Owned.
Amidon	Furnace	....do	Excellent.	....do	....do	Small	Do.
Smallwood	....do	....do	....do	Fair	Small	....do	Do.
Bradley	....do	....do	....do	....do	....do	....do	Do.
Greenleaf[1]	.....	.....	.....	.....	.....	.....	
Potomac	Stoves	Excellent.	Fair	Poor	None	Small	Do.

[1] Now under construction.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools.	Number above second grade, 1896.
	1896.	1895.		
Jefferson	2	4	1, 1	.....
Amidon	8	4	1, 1, 2, 2, 3, 4, 4, 4	4
Smallwood	8	2	1, 1, 1, 2, 2, 2, 3, 3	2
Bradley	2	2	1, 1	.....
Potomac	2	2	1, 2	.....
Greenleaf[1]	.....	.....	.....	.....
Total	22	14	.....	6

[1] Under construction.

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1896.	1895.	1896.	1895.	1896.	1895.	1896.	1895.	Based on whole enrollment.	Based on average enrollment.
Eighth	4	4	196	198	161	166	153	158	49	49.5
Seventh	4	4	200	196	175	183	164	171	50	49
Sixth	7	7	331	319	273	257	252	236	47.5	45.5
Fifth	7	7	339	355	300	294	279	272	48.4	50.7
Fourth	7	7	355	324	314	294	291	272	50.7	46.3
Third	7	7	392	386	344	334	319	310	56	55.1
Second	9	9	368	392	352	338	311	312	40.6	44
First	11	11	587	627	452	457	411	427	53.3	56
Total	56	56	2,766	2,797	2,371	2,323	2,180	2,158	49.4	42.3

TABLE V.—*Showing percentage of attendance, cases of tardiness, and absence.*

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1896.	1895.	1896.	1895.
September	97.7	1	21	50	.....	34
October	94.2	3	264	196	30	70
November	94	3	192	182	46.5	46
December	92.9	3	267	162	23	10
January	92.1	3	274	311	64	67
February	90.8	5	260	254	25.5	52
March	91.1	11	191	218	34	31
April	92	6	151	212	31	27
May	92.5	9	170	207	22.5	18
June	93.8	4	92	127	18.5	22
Total	.....	48	1,882	1,919	295	380

TABLE VI.—*Showing the number of graduates from the Washington Normal School, from other normal schools, from colleges, and nongraduates.*

Washington Normal School	30
Other normal schools	8
College	3
Nongraduates	15
Total	56

FIFTH DIVISION.

TABLE I.—*Showing distribution of schools in buildings.*

School	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Total.	Schoolrooms.	Number of teachers.
Jackson	2	1	2	2	1	.....	.....	.....	8	8	8
Grant	2	2	2	2	2	2	2	2	16	14	16
Addison	1	1	1	2	1	1	1	1	9	8	9
Fillmore	1	1	1	1	1	1	1	1	8	8	8
Weightman	1	1	1	1	1	1	2	2	10	8	10
Corcoran	.....	1	1	1	1	1	1	2	8	8	8
Threlkeld	.....	.....	.....	.....	1	1	1	1	4	4	4
High Street	.....	.....	.....	.....	1	1	1	1	4	4	4
Blunt	.....	.....	.....	.....	.....	1	1	1	3	3	3
Birch	.....	.....	.....	.....	1	1	1	.....	3	3	3
Industrial Home	.....	.....	.....	[1]1	.....	.....	.....	1	2	2	2
Total number of schools { 1896	7	7	8	10	10	10	11	12	75	70	75
Total number of schools { 1895	7	7	8	9	10	9	11	12	73	63	73

[1] In this school are pupils from second to fifth grade, inclusive.

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Jackson	Furnace	Excellent.	Excellent.	Excellent.	Excellent.	Excellent.	Owned.
Grant	Steam	....do	....do	....do	....do	....do	Do.
Addison	Furnace	....do	....do	....do	....do	....do	Do.
Weightman	....do	....do	....do	....do	....do	....do	Do.
Fillmore	....do	....do	....do	....do	....do	....do	Do.
Corcoran	....do	....do	....do	....do	....do	....do	Do.
Threlkeld	Stoves	....do	Poor	Fair	Poor	....do	Do.
High Street	....do	....do	....do	Poor	....do	Fair	Do.
Industrial Home	Steam	....do	....do	Fair	....do	Excellent.	Do.
Blunt	Furnace	....do	....do	....do	....do	Good	Rented.
Birch	....do	....do	....do	....do	....do	....do	Do.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grade of half-day schools.
	1896.	1895.	
Grant	4	6	1, 2
Weightman	4	4	1, 2
Addison	2	4	1, 2
Corcoran	.....	6	1, 2
Total	10	20	.....

TABLE IV.—*Showing distribution of pupils by grades and the average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number per teacher.	
	1896.	1895.	1896.	1895.	1896.	1895.	1896.	1895.	Based on whole enrollment.	Based on average enrollment.
Eighth	7	7	263	312	219.1	262	206.4	237	37.5	31.3
Seventh	7	7	283	288	247.4	241	228	221	40.4	35.3
Sixth	8	8	338	350	290	304	269	274	42.2	38.2
Fifth	10	9	504	408	419.9	394	390	366	50.4	41.9
Fourth	10	10	415	459	369.4	371	339	341	41.5	36.9
Third	10	9	440	428	374	346	341.6	317	44	37.4
Second	11	11	404	481	341	389	310	354	36.7	31
First	12	12	635	591	461.7	450	415.3	409	52.9	38.4
Total	75	73	3,282	3,318	2,722.5	2,757	2,499.3	2,518	43.7	36.2

TABLE V.—*Showing percentage of attendance and cases of tardiness of pupils and absence and tardiness of teachers.*

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service	
			1896.	1895.	1896.	1895.
September	98	1	65	121	.....	10
October	94.2	9	399	430	20½	19½
November	94.7	4	421	442	42	25½
December	92.7	16	365	317	68½	15
January	89.7	21	491	579	30	36½
February	90.2	22	392	508	57½	37½
March	89	17	431	338	67	52
April	91.3	10	385	360	67½	49½
May	91.1	14	356	462	52½	28½
June	94.4	4	170	205	17½	19
Total	92.5	118	3,475	3,762	423	293

TABLE VI.—*Showing the number of graduates from the Washington Normal School, from colleges, and nongraduates.*

Washington Normal School	54
Other normal schools	1
Colleges	3
Nongraduates	17
Total	75

SIXTH DIVISION (A).

TABLE I.—*Showing distribution of schools by buildings.*

School.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Total.	Schoolrooms.	Number of teachers.
WHITE.											
Conduit Road	.....	.....	.....	1–5	.....	.....	.....	.....	1	1	1
Tenleytown	.....	7–8	1	1	.....	3–4	2–3	1	6	6	6
Brightwood	7–8	.....	5–6	.....	3–4	.....	1	1	5	4	5
Johnson	1	1	1	1	1	1	1	1	8	8	8
Monroe	.....	6–7	.....	4–5	.....	1	1 1–2	1	6	8	6
Soldiers' Home	.....	5–7	.....	.....	.....	3–4	1	.....	3	2	3
Brookland	.....	7–8	5–6	.....	1	2–3	1–2	1	6	4	6
Total number of schools 1896	2	5	4	4	3	5	7	5	35	33	35
Total number of schools 1895	2	3	4	3	4	3	5	5	29	27	29
COLORED.											
Chain Bridge Road	.....	.....	.....	.....	.....	1	.....	.....	1	1	1
Grant Road	.....	.....	4–7	.....	.....	.....	1	1–3	3	2	3
Military Road	.....	.....	4–7	.....	.....	.....	1–3	.....	2	2	2
Wilson	.....	6–8	.....	4–5	.....	1	1	2	6	8	6
Orphans' Home	.....	.....	.....	3–5	.....	.....	1–2	.....	2	2	2
Mott	7–8	.....	1	1	1	2	2	3	11	10	11
Fort Slocum	.....	.....	.....	.....	1–4	.....	.....	.....	1	1	1
Ivy City	.....	.....	.....	.....	3–4	.....	1–2	.....	2	2	2
Total number of schools 1896	1	1	3	3	3	4	7	6	28	28	28
Total number of schools 1895	1	1	3	3	3	3	7	4	26	28	26

TABLE II.—*Showing condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Conduit Road	Stoves	Good	Poor	Excellent.	None	Fair	Owned.
Chain Bridge Road.	do	do	do	do	do	Good	Do.
Tenleytown	do	do	do	Good	do	Excellent.	Do.[1]
Grant Road	do	do	do	Excellent.	do	do	Do.
Military Road	do	do	do	do	do	do	Do.
Brightwood	do	Excellent.	Excellent.	Good	Excellent.	do	Do.
Johnson	Furnace	do	do	do	do	do	Do.
Wilson	do	do	do	do	Excellent	do	Do.
Orphans' Home	do	do	do	do	do	Good	(2)
Mott[3]	Stoves	Good[4]	Poor	Excellent.	None	do	Owned.
Monroe	Furnace	Excellent.	Excellent.	do	Excellent.	Excellent.	Do.
Soldiers' Home	Stoves	Good	Poor	do	None	do	Do.
Fort Slocum	do	do	do	do	do	do	Do.
Brookland	do	Excellent.	Fair	Fair	do	Fair	Do.[5]
Ivy City	do	Good	Poor	Good	do	Poor	Do.

[1] Four rooms owned, two rented.
[2] Neither owned nor rented.
[3] One room is occupied by a manual training school.
[4] Excepting two rooms, in which the light is poor.
[5] Four rooms owned, one rented.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grade of half-day schools.	Number above second grade 1896.
	1896.	1895.		
Tenley	.....	2	.....	.....
Grant road	2	.....	1, 2	.....
Brightwood	2	2	1, 2	.....
Johnson	.....	4	.....	.....
Mott	4	4	1, 2	.....
Soldiers' Home	2	.....	2, 3	1
Brookland	2	2	1, 2	.....
Total	12	14	.....	1

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1896.	1895.	1896.	1895.	1896.	1895.	1896.	1895.	Based on whole enrollment.	Based on average enrollment.
WHITE.										
Eighth	2	2	102	88	85	72	79	64	51	42.5
Seventh	5	3	181	113	153	85	137	76	36.2	30.6
Sixth	4	4	159	181	141	156	128	139	39.7	35.2
Fifth	4	3	189	146	151	105	137	90	47.2	37.7
Fourth	3	4	132	195	118	155	104	137	44	39.3
Third	5	3	225	148	183	110	162	103	45	36.6
Second	7	5	327	210	257	172	230	152	46.7	36.7
First	5	5	275	290	185	202	161	174	55	37
Total[1]	35	29	1,590	1,371	1,273	1,057	1,138	935	45.4	36.3
COLORED.										
Eighth	1	1	64	59	45	49	42	46	64	45
Seventh	1	1	42	32	35	26	33	*24	42	35
Sixth	3	3	134	134	100	96	91	85	44.6	33.3
Fifth	3	3	141	144	112	105	106	99	47	37.3
Fourth	3	4	158	217	114	151	105	136	52.6	38
Third	4	3	186	152	145	101	132	91	46.5	36.2
Second	7	7	336	338	233	258	215	237	48	33.2
First	6	4	327	238	236	161	217	143	54.5	39.3
Total[2]	28	26	1,388	1,314	1,020	947	941	861	49.5	36.4
Grand total	63	55	2,978	2,685	2,293	2,004	2,079	1,796	47.2	36.3

[1] Including 16 ungraded schools.

[2] Including 12 ungraded schools.

TABLE V.—*Showing percentage of attendance, cases of tardiness, and absence of teachers.*

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1896.	1895.	1896.	1895.
WHITE.						
September	97.3	.....	8	29	.....	.....
October	92.2	2	156	159	6.5	29
November	91.5	4	152	169	3.5	8.5
December	89.1	7	141	94	10	19
January	88.3	5	162	215	14.5	37
February	86.1	5	138	169	18.5	15
March	86	15	135	135	27	7
April	90	3	131	153	13.5	22
May	88.7	7	128	132	5	6
June	91.1	1	68	55	5	4
Total	.....	49	1,219	1,310	103.5	147.5
COLORED.						
September	98.1	1	4	10	4	.....
October	94.6	2	93	96	15	1
November	92.6	1	85	128	31	1
December	90.5	2	77	90	17.5	.....
January	90.6	6	89	191	2.5	19
February	90.5	1	87	102	18.5	13
March	88.6	7	91	100	7.5	13.5
April	90.9	3	93	139	5	3
May	92	3	78	80	4.5	3
June	93.9	3	46	38	4	5
Total	.....	29	743	974	109.5	58.5

TABLE VI.—*Showing the number of graduates from the Washington Normal School, from other normal schools, from colleges, and nongraduates.*

White:	
Washington Normal School	23
Other normal schools	3
College	3
Nongraduates	7
Total	36
Colored:	
Washington Normal School, seventh and eighth divisions	19
Other normal schools	5
College	4
Total	28

SIXTH DIVISION (B).

TABLE I.—*Showing distribution of schools by buildings.*

School.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Total.	Number of schoolrooms.	Number of teachers.
Tyler	1	1	1	1	1	1	2	2	10	8	10
Buchanan	.....	.....	1	1	1	1	1	2	7	8	7
Cranch	.....	.....	.....	1	1	2	1	2	7	6	7
Van Buren	1	.....	1	1	1	1	1	3	9	8	9
Van Buren annex	.....	1	6–7	.....	.....	1	1	.....	4	6	4
Birney	1	.....	.....	.....	.....	2	.....	2	5	4	5
Hillsdale	.....	6–7	.....	1	1	.....	1	.....	4	6	4
Congress Heights	.....	.....	.....	4–7	.....	2–3	.....	1	3	2	3
Garfield	.....	4–7	.....	.....	.....	1	1	1	4	6	4
Good Hope	.....	.....	.....	4–6	.....	.....	1–3	.....	2	2	2
Benning Road	.....	5–7	.....	.....	.....	.....	1–2	.....	2	2	2
Benning Road annex	.....	.....	.....	.....	3–4	.....	.....	.....	1	2	1
Benning	.....	6–8	.....	4–5	.....	2–3	.....	1	4	4	4
Burrville	.....	.....	.....	.....	4–6	.....	1–3	.....	2	2	2
Anacostia Road	.....	.....	.....	.....	.....	.....	.....	.....	.....	[1]	.....
Total 1896	3	6	4	8	7	11	11	14	64	67	64
Total 1895	3	7	3	7	7	11	11	14	63	67	63

[1] Occupied by carpentry and cooking schools.

TABLE II.—*Showing the condition of buildings.*

Building.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Tyler	Furnace	Excellent.	Excellent.	Excellent.	Excellent.	Small	Owned.
Buchanan	do	do	do	do	do	do	Do.
Cranch	Steam	Good[1]	None	Fair	Fair	do	Do.
Van Buren	Furnace	Excellent.	Excellent.	Excellent.	Excellent.	Good	Do.
Van Buren annex.	Stoves	Fair[2]	Poor	None	None	do	Do.
Birney	do	Excellent.	Good	Poor	do	Excellent.	Do.
Hillsdale	do	Poor[3]	None	do	do	Poor	Do.
Congress Heights	do	do	do	do	do	Excellent.	Do.
Garfield	do	do	do	do	do	Good	Do.
Good Hope	do	Excellent.	Good	do	do	Poor	Do.
Benning Road	do	do	do	do	do	do	Do.
Benning Road annex.	do	Poor	Poor	do	do	do	Do.
Benning	do	Excellent.	do	Good	do	Excellent.	Do.
Burrville	do	Poor	Good	Poor	do	Poor	Do.
Anacostia Road[4]	do	do	None	do	do	Excellent.	Do.

[1] Excepting two third-floor rooms, where the light is very poor.
[2] Excepting three rooms, in which the light is good.
[3] Excepting three rooms, in which the light is fair.
[4] Occupied by carpentry and cooking schools.

TABLE III.—*Showing half-day schools.*

School.	Half-day schools.		Grades of half-day schools.	Number above second grade.	
	1896.	1895.		1896.	1895.
Tyler	4	6	1, 2	.....	2
Cranch	2	7	1	.....	2
Birney	2	2	1	.....	.....
Hillsdale	.....	2	2	.....	.....
Congress Heights	2	2	1, 2, 3	1	1
Total	10	19	.....	1	5

TABLE IV.—*Showing distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Number of schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher.	
	1896.	1895.	1896.	1895.	1896.	1895.	1896.	1895.	Based on whole enrollment.	Based on average enrollment.
WHITE.										
Eighth	2	2	95	100	80	77	70	72	42	36
Seventh	2	2	110	117	98	102	90	91	41	36
Sixth	3	2	183	150	150	124	140	117	39	30
Fifth	4	4	226	225	193	192	180	181	44	37
Fourth	4	4	282	228	248	188	235	181	56	48
Third	6	6	361	312	312	261	293	236	49	42
Second	6	6	350	360	294	297	270	262	48	39
First	11	10	565	465	395	337	370	307	47	33
Total	46	44	2,172	1,957	1,770	1,578	1,648	1,447	43	38
COLORED.										
Eighth	1	1	38	43	29	38	27	36	38	29
Seventh	.....	.....	48	46	44	42	38	35	.....	.....
Sixth	.....	.....	58	56	52	50	41	39	.....	.....
Fifth	1	1	74	80	61	64	50	52	45	37
Fourth	1	1	99	74	85	58	80	46	49	39
Third	3	3	168	165	130	125	110	108	43	35
Second	2	3	146	148	97	108	72	94	56	36
First	3	3	287	249	185	165	157	140	73	45
Total	18	19	918	861	683	650	575	550	51	37
Grand total	64	63	3,090	2,818	2,453	2,228	2,223	1,997	47	38

NOTE.—All numbers except those in the first and in the last double columns include ungraded schools. The totals in first double column include ungraded schools.

Supplement to Table IV and showing number of ungraded schools.

Grade.	White.		Colored.	
	1896.	1895.	1896.	1895.
Eighth, seventh, and sixth	1	1	.....	.....
Seventh and sixth	1	1	1	1
Seventh, sixth, and fifth	.....	.....	1	1
Seventh, sixth, fifth, and fourth	1	1	1	1
Sixth, fifth, and fourth	1	1	1	1
Fifth and fourth	1	1	.....	.....
Fourth and third	.....	.....	1	1
Third and second	2	2	.....	.....
Third, second, and first	1	1	1	1
Second and first	.....	.....	1	1
Total	8	8	7	7

TABLE V.—*Showing percentage of attendance, cases of tardiness, and absence of teachers.*

Month.	Percentage of attendance.	Tardiness of teachers.	Cases of tardiness.		Substitute service.	
			1896.	1895.	1896.	1895.
WHITE.						
September	96.4	.....	13	34	.....	.....
October	92.5	3	112	52	9	20
November	94.3	1	79	49	13	16
December	92.1	10	102	41	9	10
January	92.4	3	127	80	57	27.5
February	90.6	4	83	75	47	46.5
March	89.9	12	71	47	62.5	35
April	91.4	2	70	49	56	38
May	90.6	4	76	52	7	36.5
June	93.7	1	31	30	15.5	25
Total	.....	40	664	509	276	254.5
COLORED.						
September	96.8	.....	4	20	1	5
October	91.5	.....	89	74	31	1.5
November	92.8	1	72	96	6	3
December	88.6	2	79	75	.....	.....
January	88.7	2	97	138	9	3
February	87.7	.....	83	83	23	7
March	88.6	.....	72	91	2.5	11
April	89.5	.....	71	94	5.5	6.5
May	88	.....	71	73	6.5	4.5
June	91.5	.....	23	36	14.5	2
Total	.....	5	661	780	99	43.5

TABLE VI.—*Showing number of graduates from the Washington Normal School, from other normal schools, from college, and nongraduates.*

White:	
Washington Normal School	33
Other normal schools	2
College	3
Nongraduates	8
Total	46
Colored:	
Washington Normal School (Seventh and Eighth divisions)	13
Other normal schools	1
College	4
Nongraduates	0
Total	18

ANNUAL REPORT WASHINGTON HIGH SCHOOL, 1895–96.

WASHINGTON, D. C., *June 30, 1896.*

SIR: I have the honor to submit herewith a report of the High School for the year ending June 30, 1896.

CENTRAL SCHOOL.

Numbers and attendance.

Number of pupils readmitted from previous year	558
Number admitted at the beginning of the year	313
Number subsequently admitted	89
Number of withdrawals	290
Number at the close of the year	696
Whole number enrolled (girls, 557; boys, 403)	960
Average number enrolled	814.8
Average number in daily attendance	767.23
Percentage of attendance	94.2

Year 1895–96.

Month.	Average enrollment.	Average attendance.	Percentage.
September	870	860.1	98.8
October	874.4	843.5	96.1
November	861.3	827.7	96
December	867.2	810.2	93.4
January	851.2	792.5	92.5
February	837.2	772.9	91.7
March	805.2	738.2	91.7
April	772.5	725.4	90.7
May	729	677.3	92.8
June	684.5	630.5	94.7

Table showing growth of school.

Year.	Number of teachers.	Average enrollment.	Year.	Number of teachers.	Average enrollment.
1882–83	11	367	1889–90	41	1,274
1883–84	13	486	1890–91[1]	36	1,001
1884–85	20	598	1891–92	37	937
1885–86	24	688	1892–93	39	778
1886–87	28	775	1893–94	42	835
1887–88	30	913	1894–95	43	894
1888–89	33	1,107	1895–96	42	814

[1] Decrease accounted for by establishment of branches at Georgetown and Capitol Hill.

Statistics of attendance, 1895–96.

Year opened with enrollment of	896
Maximum enrollment (September)	896
Close of year (June)	696
Average enrollment	814.8
Approximate ratio, boys to girls	3 to 5
Average percentage of attendance	94.2

Miscellaneous statistics.

Year.	Number of graduates.	Year.	Number of graduates.
1882–83	26	1889–90	289
1883–84	51	1890–91	205
1884–85	139	1891–92	206
1885–86	179	1892–93	182
1886–87	190	1893–94	168
1887–88	207	1894–95	159
1888–89	222	1895–96	110

Number in the different courses in 1895–96.

Course.	Number.
Academic	561
Scientific	290
Technical	45
Total	896

EASTERN HIGH SCHOOL.

Numbers and attendance.

Number readmitted from previous years	248
Number admitted at beginning of year	198
Number subsequently admitted	21
Number of withdrawals	77
Number at the close of the year	339
Whole number enrolled (girls, 293; boys, 174)	467
Average number enrolled	394.4
Average number in daily attendance	365.8
Percentage of attendance	92.7

Year 1895–96.

Month.	Average enrollment.	Average attendance.	Per-centage.
September	433.8	423.2	97.1
October	420.6	400	95.1
November	419.7	396.6	94.4
December	418.1	389.7	93.2
January	399.3	367.3	92.1
February	393.5	358.7	91.1
March	388.9	346.5	88.4
April	367.2	338.6	92.2
May	361.2	332.4	91
June	349.5	327.6	93.7

MISCELLANEOUS STATISTICS.

Number in each course, by years.

Fourth year (scientific, 9; academic, 34)	43
Third year (scientific, 24; academic, 39)	63
Second year (scientific, 34; academic, 85)	119
First year (scientific, 48; academic, 146)	194
Total number in the scientific course	115
Total number in the academic course	304
Special students	48

Number of graduates.

1892-93. Boys, 31; girls, 37	68
1893-94. Fourth year (boys, 5; girls, 6)	11
Third year (boys, 29; girls, 48)	77
Total	88
1894-95. Fourth year (boys, 9; girls, 16)	25
Third year (boys, 25; girls, 31)	56
Total	81
1895-96. Fourth year (boys, 8; girls, 23)	31
Third year (girl)	1
Total	32

Table showing growth of school.

Year.	Number of teachers.	Average enrollment.	Year.	Number of teachers.	Average enrollment.
1890-91	7	158	1893-94	17	366
1891-92	11	239	1894-95	19	393.2
1892-93	15	329	1895-96	21	394.4

WESTERN HIGH SCHOOL.

Numbers and attendance.

Numbers of pupils admitted from previous year	161
Number of new admissions	120
Number of withdrawals	45
Number of pupils at the end of the year	217
Whole number enrolled (girls, 172; boys, 109)	281
Average enrollment	245
Average number in daily attendance	231
Percentage of attendance	93.7

Year 1895–96.

Month.	Average enrollment.	Average attendance.	Per-centage.
September	243.1	242.3	99.6
October	263	255.4	97
November	249.8	239.1	95.5
December	254.5	232.5	93.5
January	246.6	225.5	91.4
February	250.1	231.7	92.3
March	244.5	224.9	92.1
April	241.2	225.2	91.1
May	232.1	214.4	92.3
June	217	201.3	92.8

Table showing growth of school.

Year.	Teachers.	Enroll-ment.	Remarks.
1890–91	2	54	First-year pupils.
1891–92	4	104	First and second year pupils.
1892–93	7	156	First, second, and third year pupils.
1893–94	10	181.5	First, second, third, and fourth year pupils.
1894–95	11	199	Do.
1895–96	12	245	Do.

Miscellaneous statistics.

Number of pupils in—	
First-year class	125
Second-year class	72
Third-year class	57
Fourth-year class	27
Number of graduates	20

BUSINESS HIGH SCHOOL.

Number and attendance.

Maximum enrollment (October)	517
First year (boys, 188; girls, 184)	372
Second year (boys, 66; girls, 79)	145
Enrollment at the end of the year	336
Average enrollment	421
Average attendance	333
Average per cent of attendance	92.4
Average number of pupils per section (October)	34
Average age of first pupils at entrance	16.5

Year 1895–96.

Month.	Average enrollment.	Average attendance.	Percentage.
September	472	462	98
October	485.3	458.3	94.4
November	470.3	443.6	94.3
December	465.4	420.6	90.3
January	441.5	403	91.2
February	406.4	371	91.2
March	388.5	355.1	91.4
April	384	353.6	91.9
May	355.2	322.8	90.8
June	335.1	313.3	93.5

BUILDINGS AND ACCOMMODATIONS.

It is a pleasure to report in a general way that the buildings in which the four high schools are housed are in a better condition than usual at the close of the school year, as the result of repairs and improvements made by the inspector of buildings and the generous policy of the proprietor of the rented building in which the Business High School is situated. While these facts are a cause for congratulation, it is yet true that each year the wear and tear is greater than the sum which is allotted from the repair fund can cover, as a result of which, destruction of school property is increasing with a rapidity that threatens ultimate ruin. The building inspector is confronted with a problem beyond his power to solve. He is forced to attempt $50,000 worth of repairs and improvements with but $30,000 appropriated to pay the bill. Necessarily the high schools suffer in direct proportion to the amount of this deficiency and their relation to the needs of the other schools. It is earnestly urged upon the trustees that such a representation be made to the committees of Congress as will insure the largest possible appropriation.

The new Western High School is assured by act of Congress during the last session. The old building has been modernized by the addition of fireproof stairways and will be adequate till the new structure is ready. The Business High School is comfortably located in the old District building, which was thoroughly overhauled and reconstructed to adapt it to its present use. With the exception of low ceilings in a few small rooms and the consequent difficulty of ventilating in the winter months, the school is well provided for at present and for its anticipated growth for a number of years.

The manual training shops, now located at 624–626 O street, are ill adapted to the needs of this department. There is neither adequate floor space nor light, while ventilation in the blacksmith shop, where the upright boiler, providing power for the whole plant, and 16 forges are located, is an utter impossibility. That boys will suffer the scorching temperature and foul air of this place without complaint is due to

their enthusiasm for the training, which has been stimulated by the unflagging devotion of the special teachers, who have overcome all objections, set aside all difficulties, and aroused this spirit of fortitude among students.

The manual training idea is no longer an experiment. It has taken hold of the public—won their approval and support. Parents, many of them, look to the facilities of the Business High School and the technical course as the most practical and valuable portion of the city's educational system. Every improvement in the plant, every addition to the curriculum, has been met by a corresponding increase in the number of pupils. The Business High School has been developed in due proportion, but the facilities for manual training are still far from what are demanded.

It is not too early, perhaps, to consider the broadest development of the Manual Training High School by liberal appropriation for building and for additional teachers.

BOTANY.

Botany has been an elective throughout the third year of the course, with five and six periods a week, respectively, for the classical and scientific sections.

Work was commenced in the fall with a general view of the whole plant and functions of the different parts. This was followed by the study of fruits, seeds, and their germination, root, stem, leaf, flower. The external and internal structure of these were studied with special reference to the plant's physiology. This work occupied about one-half the year.

The remainder of the year has been spent upon the study of plant families represented in the District, their relationships to one another, and such general questions as adaptation to surroundings and fertilization by means of insects. The plant has been considered as the expression of internal life, modified by the external world.

The market, florist, and field have furnished the material. The laboratory is supplied with compound microscopes, reagents, and other means for studying the material, while the student has a permanent record of his work in sets of drawings and accompanying notes. A few plant descriptions are required and informal talks given, suggested by the material in hand. In the fall and spring excursions are taken to the field to study the plants in their surroundings and seasonal changes.

Gray's Lessons has been used as a reference book and the manual in the study of plant families.

ADVANCED BOTANY.

Advanced botany has occupied four hours a week throughout the year. It has included work in plant physiology, study of cells, vegetable and animal, singly and in tissues, in Amœba, saliva cells, blood

corpuscles, yeast, protococcus; study of cryptogams-algæ, fungi, lichens, mosses, Equisetum, ferns; study of gymnosperms, pine, cedar, arbor vitæ, spruce, and hemlock. These studies have been carried out in the laboratory and in the field. In the excursion work of the spring, further study has been devoted to flowering plants. The lower plants also have been studied as they grew, and questions in regard to plant life discussed.

The object of all courses has been to develop the observational and thinking powers of the student, to acquaint him so far as possible with his surroundings, and place him in a position to do independent work.

The books used in this work have been those belonging to the laboratory—Dodge's Biology, Boyer's Biology, the works of Bower, Goebel, De Bary, Kerner and Oliver, Darwin, and others.

CHEMISTRY.

The course in chemistry, which is entirely elective, covering a period of three years, is taken by pupils of the second, third, and fourth year classes.

General chemistry, including the study of the nonmetals, the metals, and the compounds of carbon, qualitative analysis, and quantitative analysis are the three branches successively taught, while the subject of mineralogy is briefly considered in connection with the qualitative work.

The primary object sought is to impart scientific methods of study and work, in the first year, by training chiefly the powers of observation, deduction, and comparison; in the second and third years, by developing especially habits of carefulness, accuracy, and patience. With this end in view, the course is so arranged that the student is led to observe for himself, draw his own conclusions, and record his results in a systematic manner, little being told him, much being gained by his own efforts. As the inductive method is thus used throughout, laboratory work preceding the recitation is made the prominent feature of the course. But the acquisition of purely chemical knowledge, though subordinated, is far from neglected. On the contrary, every effort is made by recitations, quizzes, and informal talks not only to teach the subject but to interest the pupils in it, both the scientific and the practical side being discussed as thoroughly as possible. High-school work is necessarily elementary, but our laboratory facilities and supply of materials are such as to permit work which may, in the true sense, be termed scientific.

Throughout the three years five periods per week are given to the study. During the first year three hours upon an average are spent in the laboratory, the other two being assigned to recitation. For the first five or six months the nonmetals are studied both in laboratory and class room. During the latter part of the third and in the fourth quarter the study of the metals is taken up simultaneously in the class

room and laboratory, this scheme continuing to the end of the year. Throughout the entire year the practical side of the subject is brought prominently into view; everyday phenomena are explained; the value of chemistry in domestic life is pointed out and its application to various industries, especially those of metallurgy and manufacture, is carefully considered.

In the second year four hours per week are regularly spent in the laboratory. Here, upon finishing the experiments introductory to qualitative analysis, the student examines a number of simple solutions, determining both the acid and the base, and follows this in turn with a course of blowpipe tests and determinations. The remaining two or more quarters of the year are spent in qualitative separations. The fifth hour every week is, for two or three terms, given to work in elementary organic chemistry, the subject being taught by recitation and an occasional experimental lecture. Following this is held a number of recitations on qualitative analysis. In the fourth quarter, however, this hour is usually devoted to a very brief course in crystallography and determinate mineralogy.

For those who desire to pursue the subject further, there is offered an advanced laboratory course of simple quantitative analysis, both gravimetric and volumetric, and, in conjunction with this, assaying, if any should desire it. The work accomplished in this branch during the past year has been excellent, both in the amount of ground covered, and in the accuracy of the results obtained.

A special room for the generation of noxious gases, erected during the year, together with a number of minor alterations, have materially improved the laboratory of the Central School.

DRAWING.

GENERAL NOTES.

The study of drawing is required for one hour each week of all pupils of the first and second year classes; in the third and fourth years it is elective, except for normal-school candidates who study two hours a week, taking a course planned especially for their future as teachers.

A series of lectures on architectural styles is given to all the pupils in school; to the first-year classes, on the ancient and classical; to the second year, on the Christian styles, and to the third and fourth years, on the Renaissance. These lectures are illustrated by large drawings, made by the pupils, showing important characteristics of the great styles, while attention is also particularly directed to the many beautiful buildings to be seen in Washington.

There are special classes for the benefit of those who, having greater ability or more interest, desire to make more rapid progress. Entrance

to these classes is by competitive examination, held the first week in the school year. The first and second year classes are required to take the whole course as planned, but more liberty is allowed to the third and fourth year pupils, who may select from several courses the one best fitted to help them toward their future work, there being offered the choice of continuing the charcoal work of the first and second years, of continuing the instrumental work, or of beginning the study of water-color painting.

If for good reasons they desire it, pupils may take drawing as a major study, devoting six hours a week to it, in which case each course is arranged by consultation with the teacher in charge.

For lack of time the clay work is limited to one class, the members of which make large rosettes, blocks, or vases, modeling in high relief except in the vase forms, where the relief is kept so low as not to interfere with the beauty of the outline.

PLAN OF WORK.

First year.—Regular class, one hour a week.

First quarter.—Instrumental, simple geometrical problems, such as are of constant use in all geometrical work, as bisecting lines and angles, erecting perpendiculars, more advanced constructions, as polygons and ellipses; the home work for this quarter being the free-hand drawing of some application of the problems studied, as an elliptical doorway or bridge, one of the spirals in constant use in the design, octagon from an oilcloth pattern, etc.

Second quarter.—Free-hand review and study of type forms in three positions, viz, above the level of the eye, on a level with the eye, and below the level of the eye, shading with pencil.

Third quarter.—Free-hand, groups of objects based on type forms, showing the local color in the shading; home work for both quarters, objects and groups of objects based on the forms being studied in school during the same time.

Fourth quarter.—Free-hand, flowers, plants, branches of trees, etc., showing growth and other characteristics.

First-year special class.—Two hours a week.

First quarter.—Instrumental, simple geometrical problems.

Free-hand study of type forms and groups of models, using charcoal as the medium.

Second quarter.—Instrumental, more difficult problems, as polygons, Roman and Greek moldings and entablature.

Free-hand; continued study with charcoal of groups of models.

Third quarter.—Instrumental, cycloid curves, conic sections, etc., with reference to their use in mechanical constructions.

Free-hand study with charcoal of groups of still life, showing the local color.

Fourth quarter.—Instrumental, a sheet of problems carefully drawn and inked in.

Free-hand; continued study of groups of still life.

Second year.—Regular class, one hour per week.

First quarter.—Instrumental, orthographic projections, the study of lines, planes, and solids in their various relations to the two planes.

Second quarter.—Free-hand, review and study of type forms, shading with pencil.

Third quarter.—Freehand, groups of objects based on type forms, showing the local color in the shading; home work for both quarters, objects and groups of objects, based on the forms being studied in school.

Fourth quarter.—Freehand, flowers, plants, and branches of trees, showing growth and other characteristics.

Second year.—Special class, two hours a week.

First quarter.—Instrumental, orthographic projections, lines, planes, and solids.

Freehand, study of simple casts, with charcoal as a medium.

Second quarter.—Instrumental, continued study of projections, sections, and elevations.

Freehand, charcoal drawing of casts.

Third quarter.—Instrumental, perspective, working directly from the projections.

Freehand, charcoal drawing of casts and groups of still life.

Fourth quarter.—Instrumental, one sheet of problems either in projections or perspective carefully drawn and inked in.

Freehand, continued work with charcoal, on more difficult casts, and groups of still life.

Third year.—Regular class, two hours a week.

First quarter.—Instrumental, orthographic projections, lines, planes, and solids.

Freehand, groups of objects, corners of room, doors, windows, etc.

Second quarter.—Instrumental, continued study of projections, sections, and development of solids.

Freehand, figure drawing, a pupil posing for the class.

Third quarter.—Instrumental, perspective, working directly from the projections, study of cube, block, and square pyramid, in connection with previous study of same models in freehand work.

Freehand, continued study of figure for position and action.

Fourth quarter.—Instrumental, perspective study of triangular prism, hexagonal prism, and square pyramid on side.

Freehand, out-of-door sketching of bits of architecture, and sketching from schoolroom windows buildings or parts of buildings near.

Third year.—Special class, two hours a week.

Three divisions: Instrumental, study of light and shade in projections and perspective, of isometric projections, of developments of

solids, such as cones, showing parabola, roofs with dormer windows, of Greek entablature and column, Gothic window, etc.

Charcoal study of block figures, of masks and busts.

Water colors, study at first in monochrome, of casts and groups of still life; later of groups of still life in full color.

Fourth year.—Regular class, two hours a week.

First quarter.—Instrumental, review of projections and study of perspective, working directly from the projections, with special reference to its use to teachers.

Freehand, figure drawing, study sometimes on blackboard or large sheet of paper, usually with soft pencil and medium-sized paper at desk.

Second quarter.—Instrumental, perspective study, working to a scale, of books, or models in certain given positions.

Freehand, figure drawing with accessories to make the sketch more interesting.

Third quarter.—Instrumental, perspective study, to a scale, of corner of the room, corner of a building, etc., in a given relation to the eye.

Freehand, more carefully finished figure drawings.

Fourth quarter.—Continuation of work of the third quarter.

Fourth year.—Special class, two hours a week.

In its three divisions, advanced work along the lines begun in the third year.

ENGLISH.

Four hours a week, for three and one-half years, are devoted to the study of English by all pupils in the school. The work is planned on two lines, mutually assistant. The first has for its purpose the development of clearness, correctness, and fluency of expression; the second, familiarity with the best literature of the English language and an intelligent appreciation of its merits. The latter line of work necessitates sufficient knowledge of the history of literature to make clear the position of the masterpieces studied.

The foundation of all this work is clearness in thinking. The conclusion reached in comparison of results attained by all teachers of the subject was that the great weakness in thinking lay in the difficulty in distinguishing between essentials and nonessentials, the relevant and the irrelevant. It was, therefore, decided to devote all energy to teaching calculated to remedy this defect. The pupils were required to state definitely the purpose of their work, and all criticism of selection, arrangement, proportion, and unity was made with reference to the execution of this purpose.

The simpler forms of composition were taken up in the first year in connection with the texts indicated in the subjoined schedule. During the first quarter special attention was given to description. Much material for this was found in Idyls of the King, but much was also drawn from the observation of the pupil.

Narration, based on Tale of Two Cities, received the emphasis in the second quarter. In this work description entered as an embellishment. In the third quarter both were in constant use in connection with Warren Hastings. Exposition was also taken up in this quarter and continued with the other forms through the fourth.

In the second year a return was made to the plan of two hours a week for the entire year, rather than four hours a week for half the year. The text study was devoted to Shakespeare's comedies, from which were developed all the simpler forms of proof, thus preparing the pupils for the more technical study of argumentation, which completed the second-year work.

In the third year the study of expression was continued, but much less time was devoted to written work. In the fourth year written work was made a chief feature in the form of the daily paragraph.

Any elaborate discussion of the details of teaching either literature or composition would exceed the proper limits of such a report as this, but it seems wise to speak of one all-important feature of the work—the oral composition. Almost all children write better than they speak, yet all people have far more use for oral than written expression. Feeling that this is true, a special effort has been made to cultivate in our pupils the habit of speaking clearly and concisely on any topic presented in connection with the lesson. It has been found wise to assign the topic, giving a moment or two for thought before requiring the answer. In this moment or two the pupil is expected to decide the main purpose to be brought out, and then to arrange his points in such manner as to best present the whole. He is required to state the point he means to make and the topics he wishes to touch in making that point. After this his recitation is criticised for his adherence to this brief outline. The habit of arranging his thoughts once formed, he is no longer required to state his plan, but his recitation is criticised as it indicates the presence or absence of such scheme. That this oral composition has failed to accomplish all that was hoped from it goes without saying, but it has been found so helpful that each year sees it more firmly fixed in the scheme of the school.

Schedule of English work, 1895–96.

Quarter.	First year (four hours a week).	Second year (four hours a week).	Third year (four hours a week).	Fourth year. (four hours a week).
First	Elements of composition. Simpler principles of rhetoric applied in abundant written and oral work in description, with Tennyson's Idyls of the King as a basis. Brief study of contemporary poets.	Study of Shakespearean comedy. Play selected for special study, class reading, criticism, etc., Merchant of Venice; written composition work required in this connection. Others of Shakespeare's comedies read as collateral work. Attention also given to the Elizabethan period in general.	Chaucer, Prologue to the Canterbury Tales, and the Nonne Prestes Tale. Collateral study of Chaucer's times, his life and contemporaries.	A study of the development of English prose in the essay; Bacon, Addison, Lamb, Carlyle, Arnold. The study of the essay was followed by that of the novel. The work covered the development of fiction from the Morte d'Arthur to the modern short story.
Second.	Continued practice in composition, emphasis being laid on narration, with Dickens's Tale of Two Cities as a basis. Brief study of leading contemporary novelists.	Argumentative composition, analysis, kinds of proof, refutation, and arrangement of arguments.	Hamlet, with a thorough study of Shakespearean tragedy and of the Elizabethan literature and times, followed in the third quarter by Macbeth. In both quarters collateral reading of other tragedies and of romances was carried on, while advanced written work was developed in the study of characters and of plots, both here and throughout the year.	The novel: Special class readings, Eliot's Silas Marner, Thackeray's Pendennis. Individual reports on specimen novels of the eighteenth century, the romantic school, Scott and his contemporaries, and leading novelists and short-story writers since.
Third.	Macaulay's essay on Warren Hastings made the basis for review of description and narration, with the addition of exposition. With this, the work on contemporary writers was continued.			Continuation of work as outlined above.
Fourth.	Continued readings of masterpieces of English literature, with work on contemporary literature, chief stress being laid on Coleridge's Ancient Mariner. Selections were also taken from Wordsworth, Shelley, Keats, and Byron. General study of nineteenth century authors and literature.		Milton's minor poems and a brief history of English literature from the Beowulf through the Elizabethan period.	As above.

FRENCH.

Since the study of French was introduced in the high schools in the fall of 1893 the number of students selecting it has steadily increased, in 1895–96 over 200 pupils availing themselves of the opportunity offered to them.

A third-year French class has been organized, in which the study of the literature of the nineteenth century, as well as some of Molière's comedies, is taken up.

The class-room exercises are both written and oral, thus giving the pupils an opportunity to acquire a practical as well as a theoretical knowledge of the language. Recitations are mostly conducted in French, while pupils are made to recite grammatical rules in the language they are studying. Translations from English into French and from French into English are also included in the programme.

C. Fontaine's text-books, Livre de Lecture et de Conversation; Historiettes Modernes, Vols. I and II; Les Historiens Français du XIX^{e} Siècle; Fleur de France; Les Prosateurs Français du XIX^{e} Siècle; and Lectures Courantes, have been used with satisfactory results.

GEOLOGY.

Geology has been a half-year elective of the fourth year, with five periods a week.

The processes working on the earth's surface, the materials subjected to them, and the physiographic features resulting from the interaction of the two have formed the major part of the work. Excursions have been taken to study formation of soil; the life history of streams, from their beginning as gullies through the young and mature stages to the old age; the effect of streams on the topography of a region, resulting finally in the production of a nearly level plain or peneplain; the common minerals and rocks of the District. The inside work has consisted of modeling in clay; study of the contour map of the District, contour maps of other regions of the United States illustrating different physiographic types, photographs, publications of the United States Geological Survey, and National Geographic Monographs; work with the minerals, rocks, and fossils of the school collections and the National Museum.

The text-book used has been Geikie's Class Book of Geology.

During the year talks have been given by members of the Geological Survey, illustrated with photographs, maps, and models, and the cooperation of these workers in the science renders this a most valuable feature of the work.

GERMAN.

The inductive method of teaching is followed in the German classes. As a rule German is spoken from the beginning, although the use of English is not banished from the class room, translations from German

into English and vice versa being frequently made. Reading, writing, and to some extent speaking German, studying the elements of the German grammar, together with a great deal of original composition work, in the fourth-year, class are practiced.

German is studied in the scientific classes for four years, and is optional for the academic students of the third and fourth years.

The scientific sections study in the first year (five hours weekly) Vol. I, Deutsches Sprach-und lesebuch, which familiarizes them with descriptive German and the rudiments of grammar. The German text, viz, Kleine Geschichten, containing easy stories by Richard Leander and others, was read in the second half of the year.

In the second year Vol. I of Deutsches Sprach-und lesebuch was finished and Vol. II of the same book begun. The second volume familiarizes students with the narrative or historical style of the language and also with the outlines of German syntax. Particular attention has been paid to the rapid reading of the following text: Rudolph Baumbach's Sommermærchen, as found in the first volume of Im Zwielicht, Hans C. Andersen's Ein Besuch bei Charles Dickens, and Berthold Auerbach's Brigitta.

The third-year students, after finishing the grammatical part of the text-book, have read more advanced texts, such as Schiller's Wilhelm Tell and Lessing's Minna von Barnhelm.

In the fourth-year scientific course, which was inaugurated some years ago, the students, after a general review of the principal grammatical rules, have practiced translations from English into German, a great deal of German composition work, especially letter writing and written report on topics assigned to them on a two weeks' notice. Besides, six original essays were furnished, historical as well as descriptive in character, and a few German poems were reproduced in prose style. The class has read Gore's German Science Reader and the greater part of Bernhardt's Ein Führung in Goethe's Meisterwerke.

The academic classes (four hours weekly), with a two years' course in German, in their first year's course, have gone over the same ground in German grammar as the first and second year's scientific section, and have read, one German text, viz, Immensee, by Theo. Storm, while the advanced academic class has read Hans C. Andersen's Bilder-buch ohne Bilder, Ein Besuch bei Charles Dickens, and, also, part of Schiller's Wilhelm Tell.

More attention than in previous years has been paid to the study of grammar and the practical application of grammatical study by writing German at dictation as well as "extempore" (a practice adopted from the German high schools), the teacher slowly reading an easy English text, which, on the part of the students, is at once written down in German.

GREEK.

The fourth-year class has accomplished the work required for admission to most of the colleges—four books of Xenophon, three of Homer,

one book of Herodotus, and half of Collar and Daniel's Prose Composition, a portion of Xenophon's Memorabilia, Plato's Apologia and Phædo.

The third-year class, which has been at work two years, has completed three books of Xenophon this year, together with twenty lessons in prose composition.

The second-year beginner's class has taken all of White's Beginner's Greek Book and devoted some attention to Xenophon's Anabasis.

The texts used were White's Beginner's Greek Book, Goodwin's Greek Grammar, Goodwin's Xenophon's Anabasis, Keep's Homer's Iliad, Goodwin's Greek Reader, Collar and Daniel's Prose Composition, and Liddell and Scott's Greek English Lexicon (abridged).

HISTORY.

Fourth-year class.—The class has been conducted on what may be termed the reference plan. No text-book was used, but all information was obtained from reference to books in the school library, or to such works in the home libraries as might be had. Topics were assigned daily to the class, and at the beginning of the year references were given to the best authorities, in order to save as much of the pupil's time as possible. Beginning with the causes which inspired the men of Europe to undertake voyages of discovery and exploration about the end of the Middle Ages, the work of the year has covered the whole field of American history to our own time.

The work of the earlier quarters was general, in that the whole class was required to prepare all of the topics allotted. The work of the last quarter of the year was wholly individual, and the subjects given to members of the class to be followed through the whole period of their action and influence. As examples of such subjects, the following are given: Slavery in America, The History of the Tariff, The History of American Finance, The History of the American Navy, The History of American Invention and Progress, The History of Foreign Relations, The Period of Reconstruction, The History of Political Parties. The pupil was directed as to the division of such large subjects, which were then developed in periods, an account of a period being given in each paper. Of course shorter subjects were carried along contemporaneously, in order to get as complete a view as possible.

In order that the individual work should not make pupils one-sided, one period a week was devoted to recitation on two or three Presidential administrations.

The design has been to make the pupil a self-helping worker in research, discrimination, and arrangement, and at the same time to quicken within him a spirit of respect for American institutions. The study is optional; the class work has occupied four hours a week.

Third-year class.—The study of history in the third-year class has been optional. The subject is the history of France from its beginning to the present time.

The class this year, after studying the physical character of France,

took up the early life and institutions of the Gauls; their conquest by the Romans, and its consequent effect; the overrunning of the Gallo-Romans by the Teutons, with the outcome of the invasion in mediæval institutions, and the progress through this period to modern times. France has been shown to be the nucleus for the action of European history in the Middle Ages and in many ways the leader of that history in modern times.

The text-book used was Duruy's History of France, which was supplemented by reading from different authors suggested as the work progressed, and by a topical study of the French Revolution, with outside references.

Time, four hours a week through the year.

Second-year class.—The work in English history during the present year covered the usual ground, beginning with prehistoric Britain, and coming down to the present day.

Especial emphasis has been laid upon the origin and growth of national institutions, the development of popular liberties, and the influence of personal character in determining history.

First-year class.—The scope of the history work of this class has been identical with that pursued for the past five years, viz: From the beginning of national life to the close of the political control of Rome. The text-books used are Myer's History of the Eastern Nations and Greece and Allen's History of the Roman People.

The study is required of all members of the first-year class.

Time, three hours per week.

LATIN.

Five hours a week in the first and fourth years and four in the second and third are devoted to this study. Of this time, one hour a week for half the year, in the third and fourth year, is assigned to the study of Latin composition, with Collar's Latin Prose as the text-book. In the fourth year one hour a week is assigned to work for which no special preparation is made by the pupils.

The amount of Latin read in the course has been materially diminished by the introduction of the inductive method. The present second-year class has read only two books of Cæsar. The third-year class has read only about four orations of Cicero. In the third year, particularly, all the defects of the present method have been most apparent in the pupils' ignorance of forms and in their lack of fluency in translation, consequent upon the small amount of Latin read in the first and second years. An effort has been made to remedy this defect in the method by introducing in the first year the systematic study of forms, side by side with the use of Harper and Burgess's beginner's book. With this modification, it is hoped that a sufficiently strong foundation will have been laid to enable all classes to drop the beginner's book at the end of the year, and read in their second year four books of Cæsar.

Fourth-year pupils have completed six books of the Æneid. For

Collar's Latin Composition a set of miscellaneous exercises has been substituted, consisting mainly of translations from standard authors to be turned back into Latin. The work of the pupil with each exercise is supplemented by a careful comparison with the original, with special attention to order, idioms, and synonyms. The unprepared recitation hour has been found most valuable. It has, during the present year, been occupied with translation at hearing and at sight from a variety of Latin authors, with the reading of essays upon themes connected with the work in Virgil and with occasional written lessons.

MATHEMATICS.

Algebra.—It is believed that a successful effort has been made to teach the subject from a logical standpoint, development of principles being the constant aim. The pupils have been taught, step by step, the principles underlying every operation, and have developed the relation of principles of increasing breadth, while accuracy, proper arrangement, and clearness of statement have been constantly impressed.

The practical work, which has been by no means neglected, has been supplemented by numerous examples taken from outside sources.

Geometry (second year).—Bookwork has been made subservient to the "originals," and while the main use of the subject as a powerful mental drill has been kept constantly in mind, its practical application to numerical examples has suffered in no way. Here, as throughout the entire mathematical course, stress is laid on exact definitions, rigid logical processes, clearness of conception and expression, sustained courses of proof, exact results, the selection of the best methods, and the cultivation of the powers of insight, judgment, and origination rather than that of memory.

The analytic rather than synthetic method of proof has been required as the most important, and in many cases the students have traced a proposition back to the primary definitions and axioms, proving all the intermediate propositions through which the line of direct proof extended. The synthetic method has been used as an adjunct, giving the student drill in the formal statement of a chain of reasoning, omitting everything that in any way interfered with its logical development.

Solid geometry and trigonometry (third year).—The third-year course is ample to prepare the student for any college he may desire to enter. The utmost care has been taken in arranging the work to secure conclusive checks and tests of accuracy exclusive of mere book answers, so that the student may be able to find out in his subsequent practical work in surveying, just where the error arises and how he may correct it.

Surveying (third year).—The last quarter of the school year was devoted to this subject, two weeks of which comprise practical work in the field, thus affording a fair opportunity to acquire a working knowledge of the instruments and fundamental problems. Numerous parties were made up entirely outside of school time, and great enthusiasm

was shown in taking advantage of the facilities offered for field practice.

Advanced algebra and analytic geometry (fourth year).—The course in advanced algebra is identical with the requirements for advanced standing in Cornell University and for admission to the courses in mechanical and electrical engineering and architecture.

The course in analytic geometry is extended for the amount of time devoted to it, and is somewhat in excess of the requirements for admission to Johns Hopkins University, covering the first four chapters of the book exhaustively and the following four in a more cursory manner.

MANUAL TRAINING.

Number of pupils: First year, 98; second year, 56; third year, 29; fourth year, 8; total, 191. They were divided as follows: Wood turning and pattern making, 88; forging, 52; machine work, 51.

The plan followed in the high-school work is to supplement the course in joinery, of the seventh and eighth grades of the grammar schools, by courses in drafting, wood turning, and pattern making in the first year, forging and drafting in the second year, and chipping and filing, iron, steel, and brass turning, machine construction, and drafting in the third and fourth years. There is very little instruction in foundry work given in the first year in connection with the pattern making, for there are no facilities for a general course. The drafting is given an important place in the work of each year. Though lack of adequate facilities render it only partly possible, it has always been the aim to do justice to this branch, for however important it is that the student should be able to read working drawings it is much more desirable that he be able to make the drawing, for the logical order is, first, the conception of the form; second, the planning and drawing, and, finally, construction—materialization of the thought.

There are now two classes or groups of boys attending the shops, namely, those taking manual training as a minor study for two hours a week, and those taking it as a major study in the technical course, for six hours a week.

The establishment of the technical course has not materially changed the character of the manual work, but has given it a recognized standing. The plan of shopwork followed under the new course is, in general, an extension of that under the older two-hour courses. As a whole, this course prepares for admission to scientific and engineering colleges, or may be so modified as to meet the demands of such boys as do not desire preparation for advanced technical study but wish the broadest practicable training before undertaking the selection of an occupation. That the course is proving successful there seems good evidence. Of the 98 boys electing the shopwork from the first-year class, 29 were technical boys. Of the 93 boys from the other classes 40 were in the technical course. These figures show an increase of 13 per cent over last year.

It was again found necessary to give all the first-year drafting in the first third of the year and then take up the lathe work instead of carrying along both kinds of work throughout the year. It is hoped the latter plan may be made possible ere long by the appointment of another instructor. Good work was done by both groups of boys. The two hour boys covered more ground than heretofore, as part of the inking was done away with, the time thus gained being given to the production of more sheets in pencil.

The work in turning was fully kept up to the usual standard. Again, special attention was given to the production of vase forms, several new ones being introduced. The pattern work, begun last year, was continued, a few changes being made toward a better series of exercises. It will not be possible to do very valuable work in this branch until better accommodations are provided, not only for the pattern making, but for foundry work also.

In the forging no changes were made in the course work, but more attention was given to ornamental work with the view to determining how much it is feasible to attempt regularly under existing conditions. Different styles of andirons and lamp stands were comprised in the articles made. Artistically and mechanically they were much superior to any of our previous work of this kind.

The students in this branch have had an abundance of good practice. In addition to the regular preliminary work upon exercises and machinist's tools, a large variety of work was involved in the finishing of the castings for two hand lathes of different styles, a twist drill grinder and a 16-inch engine lathe. The castings for the latter were not purchased until late in the year, and only a few of the parts were completed. Friction countershafts for the six 10-inch engine lathes in the shop were also made. The engine and dynamo, completed and set up last year, have been in successful operation upon every dark day this year, and very materially aided the progress of the work.

The equipment of the wood-turning shop was improved by the purchase of two new hand lathes to replace two which had become too much worn for further repairs, and that of the machine shop was increased by the addition of a new 14-inch by 6-foot engine lathe.

Photographs of our work have been sent, on request, to schools in Boston, New York, Brooklyn, and Argentina. A small exhibit of work to illustrate the incorporation of art ideas into manual-training work was sent to the annual May conference at the Teachers' College, New York City.

MUSIC.

One hour a week during seven months was devoted to the study by each class.

A large part of the time was spent in building up right habits in the use of the voice to secure the production of a pure and beautiful tone. The results in the first-year classes were comparatively crude, but the

students of the older classes brought so much intelligence and concentration to bear upon this work that the tone gradually became remarkably pure and beautiful.

The music of the Euterpean was used wholly in the first-year classes. In the second, third, and fourth years the pupils sang nearly all the great choruses from Mendelssohn's Elijah. Each pupil had the full score of the oratorio, so that the classes gained a much better idea of the structure of the whole work than they were able to do last year when they only had hectographed copies of isolated choruses from the oratorio they were then studying. Every effort was made to direct the attention of the students to the beauty and grandeur of the music. The pupils were repeatedly referred to an admirable work on Mendelsshon's life and to a scholarly criticism of his works.

At each school an extra hour per week for three months was given to the candidates for the normal school. In addition, at the Central School a glee club of about thirty boys met once a week for five months. They learned to sing smoothly and pleasingly many of the simple choruses from popular operas.

PHYSICS.

In both the second and third year classes the text-book used was Gage's Introduction to Physical Science. The portion studied in the second year included properties of matter, mechanics of solids and fluids, and electricity; in the third year classes, heat, sound, light, and electricity. The subjects were studied more thoroughly in the third year than outlined in the above-mentioned text-book. In the fourth year the book used was Atkinson's Ganot's Physics. Hall and Bergen's Text-book was used by those so desiring.

The method of conducting laboratory work was similar to that of last year, the classes being divided into two sections and the sections into groups. Each pupil had five hours assigned to physics, three being devoted to work in the laboratory and two to class-room work. This division was not rigidly adhered to, being altered whenever in the opinion of the teachers a change was desirable.

With increased facilities, more time is given to work in the laboratory and to discussion of the notebook. To carry on the laboratory work the pupils are divided into groups, in former years including as high as ten; this year four or fewer was the usual number. With groups laboratory time is lost by differences of opinion among the pupils, giving rise to discussions which seem to the teacher unprofitable. The brighter and more ambitious pupils do for the group a large part of the mental work. Some one at the table is apt to prove leader. It is earnestly desired to abolish the groups altogether and to establish individual work, to encourage each pupil to rely on himself. We have sufficient space and table room to accomplish this, but the duplication of apparatus is insufficient.

It has been the constant aim in the laboratory to cultivate the power

of observation, together with the habit of drawing inferences from phenomena and of recording phenomena and inferences in correct form, in well-arranged sentences and paragraphs. The notebooks kept by the pupils were read in class. In the discussion of the record attention was given both to the subject-matter and to the form.

In the laboratory, free of access to the pupils, was a number of reference books, among which may be mentioned Atkinson's Ganot, Barker, Daniell, Avrey, Carhart and Chute, Appleton, Hall and Bergen's Physics, Stuart and Gee, Glazebrook and Shaw, Chute, Worthington, Avrey's Practical Physics, and Webster's Unabridged Dictionary. Some of these were duplicated, and more use was made of them by the third and fourth year pupils than by the second.

POLITICAL ECONOMY AND CIVIL GOVERNMENT.

Third-year class.—These subjects together make a full course, each requiring a half year's work.

The class uses Gen. F. A. Walker's book as a guide in the former subject and supplements the text with outside reading. The recitation periods are largely devoted to the discussion of the principles of the science and their practical application.

Prof. John Fiske's Civil Government in the United States was followed for the historical development of our local, State, and national governments, whose natural interdependence was also carefully shown. Much attention was also given to the actual working of our several systems of government.

The subject is optional; the time, four hours per week.

ZOOLOGY.

With the first-year classes the same general plan of work has been followed as heretofore—two hours per week for half the year were spent on the subject. The text-book has been Packard's Elementary Zoology, but as far as possible it has been used only as a reference for home reading, while at the laboratory Colton's Elementary Practical Zoology has been used as a guide in the study of the animals themselves. Each student has been required to keep a notebook embodying the results of the laboratory work and reports on the lectures which have been given from time to time.

Following the plan of former years, opportunity has been given to a few second-year boys to do more advanced work in zoology by making it an elective major study. The class this year has been small, but the work done has been very satisfactory. The same general plan has been followed as with the first year, i. e., a careful study in the laboratory of selected animal types in conjunction with lectures, home reading, and observations. The guide used has been Dodge's Elementary Practical Biology. During the latter part of the year considerable time has been devoted to the collection and identification of our common animals, students working along their favorite line of natural study.

In the fourth year the candidates for the normal school have been given an opportunity to take a systematic course in zoology. Five hours per week for half the year have been given to the subject, with very satisfactory results. From a careful study of selected animal types in the laboratory, from home reading which has been assigned and the lectures which have been given from time to time, a very good general idea has been obtained of the animal kingdom and the more important laws under which animals have been developed. Boyer's Elementary Biology has been used as a laboratory guide.

The high-school museum has been growing steadily. Excursions to the neighboring country have been the means of adding many new specimens, and from those students living in favorable localities out of town much interesting and valuable material has been received.

In the branch high schools zoology has not been taught as a separate study. In the Eastern High School it has been taken up in connection with botany during the latter part of the year, and in the Western High School a few animal types have been studied.

BUSINESS SCHOOL STUDIES.

BOOKKEEPING.

First-year class, first quarter.—Students were thoroughly drilled in ruling perfect pages of horizontal lines crossed by heavy perpendicular lines, in writing pages of perfect figures and adding in horizontal and perpendicular columns, placing the addition in neat figures directly under the column added. They were then required to rule neatly a perfect record book, daybook, cashbook, journal, note book, and ledger. Simple exercises were given which students were required to enter properly in a daybook. They were also thoroughly drilled in journalizing, both by oral and written exercises, gradually increasing in variety and difficulty.

Second quarter.—The exercises in Robertson's text-book were used, students being required to enter the transactions neatly in the original book of entry, to journalize them properly and then post to the ledger, close the ledger correctly and make out a balance sheet.

Third and fourth quarters.—Business practice was taken up, the students thus learning business habits as well as business forms and entries. In this work they were required to carry out the various transactions according to strict business routine as practiced by the most progressive business houses of the day.

Throughout the course the work was supplemented by oral recitation and quizzes, elucidating the most difficult principles and practices.

Second-year class.—The second-year work was a continuation of the double-entry system, the practical exercises of the text-book being completed at the end of the second quarter. Students were given practical transactions to be journalized, deranged ledgers were rectified, and books for partnership business were changed to adapt them to the use of a joint stock company. In addition, the students were required

to work original sets in different lines, making up their own transactions, to make out explanatory journal entries of involved and intricate transactions, and to produce a balance sheet and the various forms of statements showing conditions and results of the business.

BUSINESS ARITHMETIC.

First-year class.—After a preliminary review of notation, and of the addition, subtraction, multiplication, and division of whole numbers, decimals, and fractions, the regular advance work was begun. The general treatment of this work was practically the same as in the preceding year, although the course completed was somewhat shorter, as it was found advisable to increase the amount of time and attention given to some of the more important subjects. The course of study, however, included all subjects of general use in business and commercial life, each case being dealt with from the standpoint of practical business methods and requirements.

The usual division of the applications of percentage into two classes—those in which percentage alone is involved, and those in which time appears as a factor—was altered somewhat in order that subjects specially needed in connection with the work in bookkeeping might be taken up earlier in the year. Thus interest and bank discount were considered before the completion of all subjects under the first class, and with such satisfactory results as to warrant the permanency of the change.

In each quarter several hours were devoted to written lessons and examinations in the subjects considered, and every opportunity was taken for review. During the last two weeks of the session miscellaneous examples covering the entire year's work were given. Throughout the year the pupils were taught to use only the shortest and easiest methods of solution, and to a large extent to work mentally. On taking up a new subject they were required to derive logically the underlying principles on which the solution of the case depended and carefully to analyse all problems, the aim being at all times to secure accuracy and clearness of expression.

Second-year class.—In the second-year class the one hour a week assigned to this study was devoted to a review of first-year work, especial attention being given to the general principles of percentage and interest and to those subjects of which a thorough knowledge is required in all business practice. Care was also taken to coordinate the work with bookkeeping as far as possible.

At least one-half of each recitation period was devoted to mental exercises covering the different cases considered, while the remaining time was devoted to written work. Examples in several different subjects were frequently given at a single lesson in order to secure on the part of the pupils careful reasoning and continual review. The exercises assigned for both home and class work were actual problems selected from business life.

During the third and fourth quarters the fifteen-minute periods on Monday and Thursday were devoted to mental exercises in elementary arithmetic, conducted by section teachers. The subjects especially considered were the addition, multiplication, and division of whole numbers, decimals and fractions, percentage, and interest, while practice was also given in actual business problems. The good results obtained from this practice make it seem advisable to continue such exercises the following year.

ENGLISH.

First-year class.—The pupils who entered the school from the grades were better prepared this year than last, both in technical knowledge and selective power. They were, with some exceptions, able to analyze simple, complex, or compound sentences, and to write on subjects within their grasp fairly constructed, grammatical sentences. They had, generally, a knowledge of how to put their work into good form, exercising care in penmanship and spelling. They showed from the beginning an improved power in interpreting the literature used, probably gained from the eighth-grade literature study.

The work of the first year has had a threefold object: To strengthen the pupils in power of selection with a purpose; to train them to the accurate use of correct English, perfectly spelled, correctly punctuated, and legibly written, and incidentally to introduce them to the study of a few masterpieces of literature with a view to elevation of taste.

During two-thirds of the year each section has received one lesson a week in technical grammar, covering a review of sentence analysis with the special purpose of teaching the reason for all punctuation not merely formal, and one quarter has been given to business letters and business forms with special reference to formal punctuation. Technical grammar lessons were first given to the poorer half of each section, while the better equipped were typewriting, but this practice, soon resulting in a reverse condition, the first being last and the last first, the classes were taught as a whole.

First quarter.—The first few weeks were spent in examination of pupils on a basis of eighth-grade work and in the study of modern authors, for the purpose of teaching outlining and reproduction. The course covered narration, including biography, anecdote and dramatic story, and description from the object, from pictures. Biographies were recited and written from several points of view; descriptions of persons, of places, of scenes, and narrations, pure and ornamented with short descriptive passages.

Tennyson's Idyls of the King were begun and the laws of paragraph structure taught.

Second quarter.—The Idyls were used during this quarter also, longer essays being written toward the end of the quarter.

Third quarter.—Business letters and business forms were written; and assigned special topics on English history, on the geography and history of India, and on Macaulay were recited and written.

Fourth quarter.—Macaulay's essay on Warren Hastings was read, outlined, and reproduced. The related paragraph, the transitional paragraph, the use of the topic sentence, the value of the methods of producing clearness and force, were studied and exemplified.

The final test consisted of an essay, reproducing Mr. Wilson's lecture on India. This lecture was delivered in an informal but interesting manner. Pupils were asked to make logical outlines, and write thereon without the use of notes or dictionaries.

Second year.—Pupils came from the first year with considerable fluency in expression and correctness in sentence structure, writing and spelling, but weak in selective power—a fault not yet fully eradicated, though its correction was the main object of the third quarter's work.

The work was parallel with that of the first year, except that comparison, a little theoretic exposition, character sketches, and simple argumentative discourse were taught. Much original work as well as reproduction was demanded, and Shakespeare's Merchant of Venice was used during the fourth quarter.

The final test was an expository essay on Essay Writing, involving the principles contained in the compilation of Carpenter, and Scott and Denny, which had been used as a text-book.

SHORTHAND.

First-year class.—Barnes's Manual was used as the text-book and the same program followed for the first three quarters as heretofore. During the fourth quarter well-selected business letters were dictated, corrected, and rewritten by the pupils, much care being exercised in regard to spelling, punctuation, etc., to see that they were as perfect as the phonographic part of the work. No speed was attempted, accuracy, legibility, and comprehension of principles being the object sought.

Second-year class.—In the first quarter the work consisted entirely of business letters, which were carefully revised by the teacher and the papers marked as strictly on English as on phonography. The first part of the second quarter was devoted to continued drill in business letters, followed by patent work, which was introduced by an explanation of the methods of procedure in securing patents in the United States. Parliamentary law proceedings and newspaper editorials were dictated in the third quarter. The text-book used was Fish's Conduct of Meetings, the pupils assuming the characters, holding a regular assembly, and reading back immediately. In the fourth quarter, ser mons, common law forms used in the District of Columbia, and a complete criminal trial were dictated. This completed the work of the year.

Especial attention was paid to spelling, punctuation, capitalization, and general sentence structure in all work done. Pupils were required to use both pen and pencil, the former being preferred because of the accuracy, durability, and legibility of notes taken therewith. All matter dictated was read back, a great quantity of written work passed

its corrected by the teacher, and handed back, and many review quizzes were held.

COMMERCIAL GEOGRAPHY.

Second-year class.—There has been no change in the general outline followed in former years in this study. Much original work was required, and a marked improvement in the pupils' power of selection was shown at the end of the year.

COMMERCIAL LAW.

Second-year class.—The most important change of the past year in this study was the substitution of Parson's Laws of Business for Clark's Commercial Law. The former is not as elementary as the latter, and is the standard work on the subject.

The course consisted of the study of the law of contracts, including commercial paper, sales, agency, and partnership. Abundant practice was given in drawing papers, in which accuracy and neatness were required. As each subject was finished the pupils' knowledge was tried by written reviews and test cases taken from law journals. Words taken from the text-book were dictated as spelling lessons, definitions were also required.

MECHANICAL DRAWING.

First-year class.—The drawing course comprised simple orthographic projections and surface developments made from small models in the hands of the pupils; plans, elevations, and sections of such objects as letter-copying press, steam valve, sprocket wheel, meat cutter, and the like, and free hand pencil and pen and ink sketches. This work has been made as practical as possible, each pupil working out his own drawing under the guidance and criticism of the teacher. The machine drawings have been made in accordance with the general rules of the Patent Office.

One hour a week, for the greater portion of the past year, was devoted to instruction in business lettering for such students as elected to take the course. In this brief time no attempt was made to secure finished pieces of work, but merely to give the pupils an idea of the mechanical construction of common alphabets and the writing of simple business items and notices.

The work was divided into two parts.

First, the lettering, pen and pencil work; practice in writing names, titles, etc., in Roman and Italic type. Second, business lettering: the writing of items and notices on cardboard, using pen and ink, brushes and pencil, as material for.

Through the courtesy of local merchants special fine sets of notices were secured, and were used as models during the year.

TYPEWRITING.

The method of instruction followed in the typewriting class was similar to that of the preceding year, although the forms used as copies were entirely different.

Each pupil's papers were carefully scrutinized, marked, and returned by the teacher if not practically perfect, thus benefiting pupils by keeping their standard of work high, making them correct and careful as to arrangement. Several quizzes were given to the classes on the mechanism and use of the typewriter.

First-year class.—The practice consisted for the first ten weeks in copying exercises from the instruction books published by the typewriter companies, for the purpose of obtaining familiarity with the keyboard, correctness of touch and fingering, and facility in writing the most common words of our language. After the exercises were completed the business forms contained in a book compiled for the special use of the classes were copied.

During the last quarter business letters which had been dictated by the teachers of shorthand were transcribed, carbon copies suitable for filing being required.

Second-year class.—In the second year the book of school typewriting exercises was first copied, most of the forms being transcribed from shorthand notes. This was followed by transcription of shorthand dictation covering parliamentary law proceedings, specifications, testimony, and editorials. Some exercises were also dictated directly to the typewriter. Pupils were trained to make duplicate copies by means of manifold paper and the letter press.

SPELLING AND PENMANSHIP.

Spelling and the use of words were taught by drilling pupils on words which experience has proven are likely to be misspelled and by exacting good spelling in all written work.

Penmanship was taught by requiring each pupil to obtain a copy sheet of the system of penmanship which he could write best and demanding legible and neat chirography similar to his copy in all written exercises. Three times a week pupils were required to send to the office for inspection memorized selections of poetry written during the fifteen-minute period preceding the regular school work.

While there is room for improvement in both these subjects, it is believed that the spelling and penmanship of pupils are better than ever before.

GENERAL.

The option which was permitted between bookkeeping and shorthand in the second year has proved of sufficient benefit to justify its continuance. Pupils in one year obtain sufficient knowledge of bookkeeping to keep an ordinary set of books, while in the same time they thoroughly master the rudiments of shorthand, thus being able to judge whether to specialize in one or the other subject.

For the first time the school has been able to assign a teacher to care for the library as part of her work. As a result the books have been catalogued according to the Dewey system and the use of books by pupils has been more systematic and general than ever before. A fund

Correction:

The previous document is being refilmed in case of operator error.

in, corrected by the teacher, and handed back, and many review quizzes were held.

COMMERCIAL GEOGRAPHY.

Second-year class.—There has been no change in the general outline followed in former years in this study. Much original work was required, and a marked improvement in the pupils' power of selection was shown at the end of the year.

COMMERCIAL LAW.

Second-year class.—The most important change of the past year in this study was the substitution of Parson's Laws of Business for Clark's Commercial Law. The former is not as elementary as the latter, and is the standard work on the subject.

The course consisted of the study of the law of contracts, including commercial paper, sales, agency, and partnership. Abundant practice was given in drawing papers, in which accuracy and neatness were required. As each subject was finished the pupils' knowledge was tried by written reviews and test cases taken from law journals. Words taken from the text-book were dictated as spelling lessons, definitions were also required.

MECHANICAL DRAWING.

First-year class.—The drawing course comprised simple orthographic projections and surface developments made from small models in the hands of the pupils; plans, elevations, and sections of such objects as letter-copying press, steam valve, sprocket wheel, meat cutter, and the like, and free-hand pencil and pen-and-ink sketches. This work has been made as practical as possible, each pupil working out his own drawing under the guidance and criticism of the teacher. The machine drawings have been made in accordance with the general rules of the Patent Office.

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The work was divided into two parts—

First, fine lettering, pen and pencil work; practice in writing names, titles, etc., in English and italic type. Second, business lettering; the writing of signs and notices on cardboard, using pen and ink, brushes and paint, or marking pen. Through the courtesy of local merchants several fine sets of notices were secured, and were used as models during the year.

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The method of instruction followed in the typewriting class was similar to that of the preceding year, although the forms used as copies were somewhat different.

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raised by the efforts of pupils, each of whom pledged himself to earn a dollar for the library, and by an entertainment given June 8 will next year be applied to increase the meager supply of books of standard literature which the school possesses.

PHYSICAL CULTURE.

The plan of physical exercises, as presented last year, was followed by the health teachers in the first and second year sections. The printed work consisted of orders adapted to class rooms and larger movements for the drill halls. The regular lessons were supplemented by fast and slow walking, running, jumping, and leaping. At the beginning of the year few girls could run the length of the drill hall without fatigue. Now the file is seldom depleted when double-quick is ordered. When systematically taught, running is the best all-round exercise. Training in this exercise will make the botanizing expeditions and other open air pursuits a real pleasure.

The æsthetic side of the work was presented to the senior classes and met with considerable success, the artistic element predominating in the three drills, but not supplanting the vigorous. The Shepherdess drill had for its object the dainty and graceful management of trunk, head, arms, and legs. The Eastern Temple drill was used as a strengthener of chest, thighs, back, and neck muscles, incorporating deep breathing. The Amazon drill, adapted from famous statues, involved æsthetic and physical principles depending on the previous work. The Central and Eastern schools completed the three drills. The other schools did not have the same opportunity for practice and were compelled to review work better adapted to the conditions.

In pursuance of the plan submitted last year, four physicians were invited to talk to the girls on anatomy and hygiene. Early in January Dr. Bovee gave the first lecture at the Central, urging the importance of caring for the body and picturing the physical infirmities brought about by tight clothing. Dr. Anna Wilson addressed the Western girls on the same subject. Dr. Stowell gave a delightful "chalk talk" to the Eastern girls on the philosophy of physical culture. The practical side was presented in the feats of strength demonstrated in the person of Miss Werner, who gave an exhibition to each school on the Whitely Exerciser.

REVISION OF BREATHING EXERCISES.

The spirometer reports show a remarkable increase in the breathing capacity in all the schools except the Business. The breathing exercises have been revised to complement the work as set forth by the instructor of vocal music. No voice work is taught in the Business School except a few hints given by the health teacher once a week.

The progress of the work in this department has been retarded, first, by the limited time allowed the health teacher for each section; second,

by the conventional dress. These restrictions are not felt so keenly in the first-year sections. The introduction of light apparatus in the second year would seem to demand more time than twenty-five-minute lessons and less restriction in apparel.

The advanced work with the deep breathing pleads for itself. Few sensible third and fourth year girls are willing to risk the consequence of tight bands while executing Eastern Temple genuflections and Amazonian "spiral lines."

In the Central High School there was a larger number of pupils enrolled and fewer pupils were excused in the school year ending June 17, 1896, than in previous years.

Pupils enrolled	500
Pupils permanently excused	14
Average practice hours reported each quarter	30
Average lung capacity, cubic inches	127.79
Sections examined in the exercises	20

Greatest degree of proficiency exhibited in advanced work by girls of the fourth-year class.

Greatest degree of improvement exhibited in junior work shown in the first year.

SCHEDULE OF CLASSES.

Classes in free movements (Walton)	8
Classes in expressive reading (Walton)	3
Special corrective work (Walton)	3
Teachers' class (Walton)	1
Prescribed home work for girls too delicate to do regular work (Walton)	14
Junior classes in free movements (King)	16
Classes in clubs (King)	12
Classes in wands (King)	3
Special pupils (King)	2

EASTERN HIGH SCHOOL.

Pupils enrolled	294
Permanently excused	10
Average practice hours per quarter	25
Average lung capacity, cubic inches	130

Most proficiency in advanced work shown by fourth-year girls.

Most proficiency in junior work shown in the second-year class.

Classes in free movements, junior (King and Walton)	5
Special corrective work (King and Walton)	3
Prescribed home work for girls too delicate to do regular work (Walton)	10
Classes in advanced work (Walton)	2
Classes in wands (King)	1
Classes in dumb bells (King)	2
Classes in chest lifts (Walton)	2

Reports have shown earnest, regular practice, and the platform lessons during the third quarter were always carefully and intelligently ordered and executed. A marked improvement in dress is observed, and consequently greater ease and grace of carriage.

BUSINESS HIGH SCHOOL.

Pupils enrolled	298
Pupils permanently excused	10
Average practice hours per quarter	20
Lung capacity ..... cubic inches	112
Sections examined	9

A contest at the school exhibition resulted in favor of the second-year class, Section D.

The decision was given by judges selected by the teacher in charge of the health work.

Classes in free movements (Walton)	7
Special corrective work (Walton)	4
Prescribed home work for girls too delicate to do regular work (Walton)	8
Classes in advanced work (Walton)	2

The advanced work was found too difficult when the third drill was introduced. The first-year work was resumed and continued through the last two quarters. Mrs. King alternated with Mrs. Walton once in each quarter.

WESTERN HIGH SCHOOL.

Pupils enrolled	173
Pupils permanently excused	3
Average practice hours per quarter	20
Average lung capacity ..... cubic inches	130.28

Most proficient in advanced work, fourth-year girls.
Most proficient in junior work, third-year girls.

Classes in free movements (Walton)	6
Special corrective work (Walton)	15
Prescribed home work for girls too delicate to do regular work (Walton)	3
Class in advance work (Walton)	1
Class in clubs (pupil leader)	1

Reports show steady practice, marked improvement in dress and great gain over last year in lung capacity.

MILITARY DRILL.

A regiment of eight companies was formed in the early days of the school term. The Central had four companies, the Eastern two, and the Western and Business one each. "Setting-up" exercises and foot movements without rifles occupied the first few weeks, then rifles were taken and instruction in the manual given. The school of the soldier—company, battalion, and regiment—were covered during the year.

The cadets as an organization visited the Teachers' Bazaar in December and assisted materially in its success.

In the spring a number of regimental drills and inspections were held on the White Lot. The annual company competitive drill was again held at the National Baseball Park, May 19 and 23, with the Mount Pleasant Field Band in attendance. The "prize flag" and the "Allison Nailor prize medal" went to Company F, of the Eastern High

School. The final event of the year was the regimental drill and dress parade on the White Lot. On this occasion the cadets were reviewed by the District Commissioners and public-school officials. The comments of the press and of army officers were most favorable, showing that the cadets still maintain their high standing as a military organization.

LIBRARY.

Instruction as to the use and care of books was given to all first-year pupils in the Central School in the early part of October.

During the past year there has been an increased interest in the library as a feature of the school. The pupils, especially of the first-year classes, have made greater use of the reference books in connection with their class exercises and have shown a more definite purpose in their work, and under the guidance of their English teachers purposive and repeated effort has taken the place of occasional and indefinite use. The library has no doubt reached the dignity of a factor in the school work, and as such should receive the support the demands upon it require and its usefulness deserves. As a laboratory for the preparation of English and history it can not be rated in importance below the laboratories for the preparation of science. The works of reference are rapidly becoming "worn to pieces" and should be replaced and others, as much needed, added.

A set of John Lord's Beacon Lights was purchased by voluntary contribution of the second-year girls; the standard magazines for the current year were again purchased with the proceeds of a "lunch."

In December Mrs. Mary A. Hendley donated to the Eastern School a collection of books, the property of her deceased husband, William Hendley. These books, numbering about 1,000 volumes, are of more than ordinary excellence in matter, and many of them are well bound. The collection includes also a large number of valuable pamphlets and extensive files of magazines. These books have been placed in a case covering the east wall of the library room and have been designated as "The William Hendley collection." It is desired in this formal way to testify to the appreciation of the school for Mrs. Hendley's gift.

It was impracticable to secure for the extension of this library any portion of the contingent fund of the regular appropriation. As usual, therefore, the extension has been chiefly secured through money made by school entertainments. Two entertainments were given, one, in February, consisting chiefly of a lecture by the principal upon the natural scenery of the West, entitled "Golden Gateways and Snowy Summits," illustrated with stereopticon views and with musical and dramatic effects. This was given chiefly, however, to aid in establishing a museum of natural history. The other entertainment was given on the 1st and 2d days of May, in which dramatic and musical talent both within the school and among its friends was utilized for the production of most entertaining programmes. The results of these

entertainments were very gratifying in a financial way, about $250 being secured.

AWARD OF SCHOLARSHIPS.

There are within the gift of the Washington High School a number of scholarships, each affording the recipient a course of instruction in one of the higher institutions of learning. Some of these give an opportunity for a full college training. Others entitle the holder to a course of professional study in medicine or dentistry.

It is only fair to state that while every graduate might compete for these scholarships, only a small portion of the class make application. The award is then made in the following manner:

1. Six scholarships in Columbian University of this city are assigned upon competitive examination given by the university.

2. All others are entirely within control of the school and are awarded as follows:

(1) In case all of the applicants are from one of the high schools the assignment is made to the applicant having the highest school record.

(2) In case there are applicants from two or more schools the award is made upon the double basis of the school record and an examination upon school studies not announced until the hour for examination begins, the record being given 75 per cent of a possible 100 and the examination 25 per cent.

Under the above regulations the several scholarships were awarded as follows:

By competitive examination, Columbian University, Miss Elsie E. Parkinson, Eastern High School; Mr. Jesse H. Wilson, jr., Western High School.

The Woman's College, Baltimore, Miss Edna L. Stone, of the Central High School; Miss Alice Putnam, of the Eastern High School; Miss Josephine Miller Davis, of the Western High School.

The King scholarship in Dickinson College, Miss Minnie Myers, of the Central High School.

The National medical scholarship, Miss Ella R. House.

The Kendall scholarship in Columbian University, Miss Rosalie Robinette, of the Eastern High School.

The Georgetown medical scholarship, Mr. Nelson Gapen, of the Eastern High School.

LECTURES AND ENTERTAINMENTS.

CENTRAL SCHOOL.

During the year the pupils and teachers had the pleasure of listening to a number of very interesting lectures and addresses.

December 15 Dr. Bovee addressed the girls of the third and fourth year classes concerning the "Structure and care of the body." The talk was to assist in the physical culture work and of especial benefit to normal school candidates.

On December 23 a Christmas entertainment was held, the school talent being assisted by Mrs. Perkins as soloist. Money was collected for the poor to the amount of $32.91, and also a large amount of food and clothing.

On February 5 Prof. J. W. Chickering lectured on "What I saw in Alaska."

On February 14 Dr. Adams lectured on "Premonitory symptoms of contagious diseases," for high school teachers and all others of the District.

On February 20 Rev. Alexander Mackay-Smith spoke on "America as the heritage of God," an additional programme of music being furnished by the high school orchestra.

On March 4 Professor Clark, of the University of Chicago, spoke to the second, third, and fourth year pupils upon the interpretation of Shakespeare.

On March 6 Dr. Adams gave his second lecture to teachers of the District upon "Communicable diseases."

On March 31 Rev. Father Stafford talked to pupils of the upper classes on "Hamlet."

On November 8 a lunch was held at recess by which $54.92 was raised for the purchase of magazines for the library.

The annual May concert was given May 26 and netted the school $123.15. It has long been the aim to make this the chief event among school entertainments and to raise its standard from an artistic standpoint. This year that object was more nearly accomplished, the mere making of money being secondary to the artistic merit of the program.

SPECIAL EVENTS.

Throughout the year an effort has been made, in a systematic way, to give to the pupils of the Eastern school some acquaintance with public questions upon which they ought to exercise their minds and also to develop originality of thought in dealing with questions of practical interest to the schools in the life of the individual. To this end one hour a week for a considerable portion of the year in the third-year and fourth-year classes was devoted to the consideration of topics, either among the pupils, with the direction of a teacher, or by giving the pupils an opportunity to listen to an address by one well qualified to discuss the particular subject. In this connection addresses were given by the following gentlemen:

Mr. B. H. Warner, on "Money; how to make it, and how to make the most of it."

Mr. W. C. Clephane, on "The law in the District of Columbia."

Señor Gonzalo de Quesada, on "Free Cuba."

Hon. John F. Lacey, of the House of Representatives, on "Mexico."

Prof. Marcus Baker, of the United States Geological Survey, on "The Alaskan boundary."

Dr. C. H. Stowell favored the school by delivering an address to the girls upon the subject of physical culture.

Mr. J. W. Whelpley, president of the school board, and vice-president of the American Security and Trust Company, gave an illustrated talk upon the subject, "Our currency."

President B. L. Whitman, of the Columbian University, delivered an inspiring address upon the aims and responsibilities of the student on leaving the secondary school. In this connection, it affords me pleasure to refer to the cordial relations that exist between the high school and the Columbian University, and to express the sense of indebtedness that we feel to the authorities of the university for the active interest they have shown in promoting the scholarly ambitions of our pupils.

The school is also indebted to Mr. John P. Clum, Miss Eleanor Simonds, Miss Zue Brockett, the Shakespeare Club of Washington, and other friends who have kindly aided it in entertainments.

During the year there was established in this school by the general officers of the organization a chapter of the Children of the American Revolution.

Various special occasions were celebrated in a way calculated to make vivid the facts of history. Washington's Birthday was made the occasion for the presentation to the school by members of the second-year class of a large school flag to take the place of the one which was first unfurled on "Columbus Day," 1892, and which has since become badly tattered. This occasion was made more interesting by the cooperation of the board of trade, Mr. W. C. Dodge, representing that organization, presiding. The class obtained the cooperation also of General Miles, commanding the United States Army, who made the presentation speech and who was greeted by the school with enthusiasm.

April 16 the one hundred and fiftieth anniversary of the battle of Culloden was celebrated with sketches from Scotch history, with selections from Highland literature, and the singing of Scotch songs.

Grateful acknowledgment is made to the president and board of trustees of the Woman's College, of Baltimore, for the donation to this school of a scholarship in that institution to be awarded yearly to one of the young ladies graduating from the Eastern High School.

WESTERN SCHOOL MUSICALES.

The purchase of a Knabe grand piano has made it possible to secure the best talent in Washington for a series of musicales, and the influence of these monthly concerts has been to raise the standard of appreciation and interest in music. The following artists have furnished the programs for the several musicales:

October 25, Mrs. Perkins, soprano; Miss Bestor, pianist.
November 26, Miss Stidham, alto; Miss Bestor, pianist.
December 20, Mr. Otto Luebkert, baritone; Mr. Frank Ward, pianist.
January 30, Mr. Arthur Mayo, pianist; Miss Appleby, violinist.
March 27, Miss Jones, pianist; Miss Lockhart, soprano.

For the purpose of raising money for contingent expenses, and for

the making of a payment on a Knabe grand piano purchased in October on a time arrangement, three entertainments have been given at the Western School.

October 25, a lunch and musicale, at which $50 was cleared.

February 20, 21, and 22, a series of three entertainments by the Kamptown Klub of the Western High School, netting $156.20.

May 1, a dramatic and musical entertainment, netting $150.

From time to time throughout the year efforts have been made to broaden the education of our students by the introduction of "side lights" in the shape of special class exercises performed in the hall, as, notably, six spirited debates by members of the Current Topic Club on questions of the day; "Field Day" was celebrated in the assembly hall on February 25, at which time many of Field's most delightful poems were either read or recited by members of the elocution class, and several of them sung by Miss May Lockwood.

To foster the spirit of patriotism a new flag was raised over the Curtis School on the afternoon of March 31, the ceremony being attended with appropriate exercises in the assembly hall and out of doors. Mr. Harry Davis delivered the address of the day, Mr. Jesse H. Wilson presiding.

Washington's Birthday was celebrated February 21, Mr. B. H. Warner delivering the address and Mr. S. W. Curriden presiding.

In the interest of the health work Dr. Anne Wilson gave a most interesting and helpful talk to the young ladies of the school on the afternoon of January 17.

Dr. Stafford delivered his lecture on Hamlet before the school May 15. His talk will long be remembered, not only by the students in the Shakespeare classes, but by the youngest pupil in English, as full of the wisdom of broad, intelligent, and discriminating study of the master poet.

CONCLUSION.

The principals of the various schools join in the expression of our appreciation of the many kindnesses shown us, both by the superintendent and by the members of the High and Normal School committee.

Very respectfully,

F. R. LANE.

Mr. W. B. POWELL,
Superintendent of Public Schools.

DRAWING.

SIR: I have the honor to submit herewith my report for the year ending June 30, 1896.

The broad outline of the work in this department, which includes a line of development in manual training for lower grades, remains unchanged. Teachers are growing stronger, consequently methods of development and results obtained thereby are improving year by year.

Desirable changes in details are made as time and means are available. One of the most important of these changes was made during the past year—the introduction of water color as a means of expression in the first three years of the child's school life. It is a change that means much more than the introduction of a new medium. It means the development of form concepts through color the first love of the child, the expression of surface before lines, and of solidity through observation of the changes in color, which are its effect.

For some years a preparation has been going on in our schools leading to this step. Systematic color training has been given in the first five years, using colored paper and other material. In the normal school lessons in water-color painting have been given in the regular course, thus preparing a large number of the younger teachers who are now in the first five grades. Some of these, and others interested in the subject, have voluntarily given instruction to a part of the school. As stated in the last report a few willing and competent teachers were supplied with materials and did what they could, but the year just closed was the first in which all schools of the first, second, and third grades were supplied with materials and their use made a part of the regular course of instruction given to all the pupils.

In each division meetings were held for instruction to teachers in the care and preparation of the material for use, and the handling of the brush, together with suggestions as to subjects.

The teachers on their part went to work, some with enthusiasm, some with little faith in themselves or their pupils, but all, I believe, with the determination to try and with the conviction that success would be valuable if attained. It was impossible to go from school to school observing the delight of the children and their earnest efforts to shape their spots of color to produce the desired result without feeling that good must result from the effort. Certainly there are improvements to be desired, perhaps mistakes to be corrected, but with the faith that it is the right thing to do and with some experience in the doing, the work is possible. The principal need is a set of colors better adapted to the purpose. We have, I believe, the best in the market, but there is still much to be desired. It is to be hoped that the demand, which does not come from our city alone, will in time create the supply.

An increase in the attention given to the subject of design is desirable. We have a course in this subject, reaching from the first to the eighth grade, inclusive, through sticks, tablets, and paper in the first four grades, and through modeling in clay in the fifth, sixth, seventh, and eighth grades. As all practical design must be adapted to material, this seems to be a good basis to build on. In a design is involved on the one hand the limitations of material, space, and use, and on the other the expression of as much beauty as is compatible with the conditions. All these ideas are best developed and impressed upon the mind through the handling of material.

In my last report a brief mention was made of the designing done in

connection with the clay modeling. The result of last year's work was very satisfactory. Many of the designs that are collected in the exhibition room and others that still remain to decorate the schoolrooms have been admired and commended by good judges who have visited our schools. Some of the best of these were executed directly in the clay without drawings. The natural leaf, branch, or flower was taken as a motive, the leading lines of growth and the most beautiful curves were studied, and elimination made as required by material, space, taste, and ability of the pupils.

As stated in previous reports many of the schools possess good casts of ornament and many of the teachers procure and mount good examples that help to elevate the taste. This is especially true in the eighth grade and in a few seventh grade schools. The remainder of these and the fifth and sixth grade schools are in need of help in this direction.

The innate desire of all workers in material to decorate the work of their hands is creating in the shop and sewing departments of manual training a demand for designs suitable for carving and inlaying, and for simple patterns for the needle. There is no doubt that this direct connection between the design and the execution would add interest to the subject and be of benefit to both departments. The only limitation on our part is that of time; this being taken into consideration all that is possible will be done. A change is planned in the fourth-grade course for the coming school year that will lead in this direction. In all these efforts to advance the work there are but few instances where I have not received the cooperation of teachers and supervisors.

Normal School.—The addition of another year to the normal school course should give opportunity for broader culture in all subjects and justify the introduction of a short series of art studies. In anticipation of this a beginning was made toward the close of the year taking as an initial study a fine bas-relief by Della Robbia, in possession of the Dennison branch of the normal school. This was supplemented by a visit to the Hall of the Renaissance in the Corcoran Gallery. The interest manifested by the class and the expressions of gratitude for the opportunity afforded made by individual pupils confirmed me in the determination to give the course as I had planned it for the coming year. A few well-chosen casts and pictures, the Corcoran Gallery, and the reference books in the art department of the teachers' library will give all requisite material for such a course.

An exhibit of drawing and modeling was shown at the bazaar held by the teachers in aid of the annuity fund. It attracted much attention and was studied by many who would not otherwise have had an opportunity to know what the public schools are doing in this department through all the grades and the high school.

The exhibit in the Franklin building is renewed from time to time in portions, so that it is kept up to the standard of each year. Although it is by no means a small exhibit, it would require much more space than is

here available to show even the best work of all the teachers, and this of course is not attempted. The object is to display in an orderly manner the course of study in manual training and drawing by specimens selected from work done in the regular lessons in the grades of school. It is for the use of teachers, strangers visiting the city, and all others who are interested in the subject, and in this way compensates for the labor involved.

In closing, permit me a word of commendation for my assistants whose efforts to keep up the standard of instruction in the schools and to aid the teachers in carrying out my instructions have been untiring. What measure of success is attained must largely depend upon their faithfulness. In their behalf and my own I thank you for your unfailing interest and the substantial manifestation of it by increased supply of material. That we still ask for more does not invalidate our gratitude; it only means that much is required to carry out a program so comprehensive and varied.

Very respectfully,

S. E. W. FULLER,
Director of Drawing.

W. B. POWELL, *Superintendent.*

MANUAL TRAINING REPORT.

WASHINGTON, D. C., *June 30, 1896.*

SIR: The school year just closed was the tenth since the formal introduction of manual training into the public schools of the District. During the year 1885–86 a small class of high school boys had received a few lessons under the guidance of the teacher of physics, but it appears that the actual establishment of manual training as a branch of instruction can not be dated prior to September, 1886. A special teacher was then engaged and bench work in wood was begun. The experiment, as it may be called, was so successful as to warrant the extension of the work the following year. The present locations at 626 O street, at the Peabody annex, and at the Jefferson school were fitted up, thus providing partially adequate facilities for the northwest, northeast, and southwest sections, respectively. The O street building provided for instruction in bench work for the first year high school boys and for a majority of the seventh and eighth grade boys of the neighboring grammar schools. Wood turning and forging shops were also equipped for the use of the second and third year high school boys. The other two shops were for the seventh and eighth grades in their vicinities. Five special teachers were employed this year.

In September, 1888, the O street shop facilities were increased by the addition of a machine shop and another bench shop. The former was for the third year high school boys, those of the second year dividing their time between wood turning and forging. The first year boys were still taught bench work. The same year three other new bench shops were established. These were located at the Franklin school,

the Curtis school, and at 220 K street northwest. All have since been moved one or more times, and are now at the Thomson school, at 1359 Thirty second street northwest, and at the Blair school, respectively. A teacher was engaged for each of these new shops.

The fall of 1889 saw seven more bench shops opened. Two were in the city, at the Force school and at Seventh and G streets southeast, and five were in the county, viz, at Anacostia, Hillsdale, Bennings, Bennings road, and at the Mott school. Three additional teachers were engaged, one of whom itinerated among the five county shops, spending from half a day to two days per week at each.

In 1891 a bench shop was opened in the Gales school, and another at Seventh and G streets southeast, making two at the last named location. This second one was moved, in 1892, to the Monroe school, thus becoming the sixth county shop.

In the summer of 1890 the high school shops at O street were rearranged and enlarged by the addition of the rooms previously occupied by the cooking schools. Part of the space so gained was taken for a drawing room. After these changes were made the shops occupied the entire building, as at present. Other changes, all tending to the better utilization of the available space, have been made, nearly every year seeing something done to this end.

Beginning with the school year 1893–94, the high school boys were allowed the privilege of electing manual training for six hours a week or as a major study, in place of some other branch. Twenty seven availed themselves of this opportunity. This change proved sufficiently popular and successful to warrant a further move, which was accomplished at the opening of the following year, 1894–95, when the technical course was established. Its first members were from among the six hour students of the year before. The increase in the amount of instruction required by these extensions made necessary the appointment of an assistant in the metal working shops. That this instructor, as well as one previously appointed in the first year work, was a graduate of the Central school, where he had been a prominent manual training student during his course, is worthy of remark as an indication of the confidence felt, by the authorities, in the value of the training he received.

I have thus outlined the beginnings and development of the shop work feature of our public school manual training. Having been a student of its growth during nine years, I feel qualified to say that it is proving successful from both educational and practical points of view, if in deference to custom it is necessary still to distinguish between them. It began in a small, quiet way, without herald or flourish or large expense. This fact is worthy of notice in view of conditions which have existed and still exist elsewhere. It has often happened that the benefits of manual training have been long withheld because of the idea that extensive plans and great expense were required to make the first move. There are yet large cities which are without manual

training facilities, deterred by this bugbear of great initial expense. The experience of this city is therefore suggestive.

The work has demonstrated its right to exist by taking such facilities as were at hand and making the most of them. So far it has been accorded all opportunities possible under the circumstances, as fast as it showed itself ready to take advantage of them. Thus it has grown naturally, and, it is believed, strongly, so that as far as its field extends the same is adequately covered. In other words manual training in Washington has become a strong, well-equipped institution, of definite aims and definite methods of work. If all this does not appear when comparisons are made with the well known schools of other cities, it is only because in examining one must look beneath the surface.

It is thus argued that, pending the passage of the experimental stage of a new undertaking such as was this feature of school work ten years ago, it is wisely economical to commence and at first to proceed with due care, expanding only as experience proves the work valuable. And it is confidently asserted that our manual training is stronger now and has fewer mistakes to remember because of the limitations it has encountered, the obstacles it has overcome. It is therefore in better condition to make proper use of the enlarged opportunities asked for it, and which will be given it if the policy heretofore pursued be not reversed.

The time has come when this institution, as I have called our work, should be provided with a suitable building. The full benefits of what we now have can not be realized until this is done, nor will the development which those present conditions promise be forthcoming. It is a mere question of floor space which holds this development in check; the organization, the aims, the methods are here. We have a manual training high school—all but an adequate building.

A broad manual training high school is far from being an institution of low aims and narrow scope. It aims to turn such of its students as show the capacity toward higher study—chiefly, as a matter of course, in scientific and engineering lines. That it does so turn them and successfully prepare them is the experience of the longer established schools. At the same time, the boy whose ability or ambition tends toward active life immediately can be offered exceptional facilities for fitting himself to take advantage of any of the varied opportunities which may come to him.

Boys, however, are not alone to be thought of when considering the obligations imposed upon educators by the changing conditions of modern life. These changes mean as much, perhaps more, to girls as to their brothers. Our school, then, must do as much for them. It must emphasize the domestic training embodied in the present sewing and cooking of the grades. Millinery, embroidery, cooking for the sick, the chemistry of foods, household and public hygiene—these should all be taught in the most thoroughly scientific manner. The natural artistic sense which many girls possess should be fostered and

developed by a strong art course, with abundant opportunity for encouragement either toward pure art or toward its manifold applications to industry. Thus, there should be given the best instruction obtainable in the many forms of free-hand work, either in black and white or in color. Clay modeling, wood carving, and work in plaster, all from pupils' own designs, should have a prominent place. Industrial art designing for fabrics of all kinds, for wall paper, etc., deserves the best consideration possible to give it.

Thus may be seen the field which the best manual training high schools and institutions of similar grade and scope cover to-day. Such a school would become a factor in the future growth of the city. Such a school would be intensely practical, while at the same time serving the best educational ends. Power in the individual boy or girl, the end of all school work, is best obtained through training which is wrought out by effort applied where the coveted intrinsic worth of the object in view makes the effort voluntary. Under such conditions the pupil will put forth his best, his whole effort.

An institution such as here sketched is not of rapid growth. But the foundation was made ten years ago, and the years since that time have been years of good progress. Given the opportunity, the present institution will prove an adequate foundation for the larger superstructure.

The present manual training work of the high school is, generally speaking, a regular course of study on a par with other courses respecting entrance requirements and standards of attainment necessary for graduation. Such it should always be kept. The policy by which opportunity has always been offered pupils of other courses to take the work for the minimum period each week should also be continued. These two features are coming to be recognized as fundamentally important. Therefore, for these reasons as well as for others more obvious, it is submitted that the manual training high school, when segregated and entirely independent, is not so useful as when placed side by side with the literary high school. Under this latter plan organization is much more complicated, but if the schools are ranked, strictly, as equal coworkers, it seems as though mutually favorable arrangement of programs could be made. There are numerous arguments against attempting to do this, but it has been done in conspicuous instances, although the majority of the better known schools are independent.

One fact deserves emphasis in this connection. I have been speaking of the shopwork feature of our manual training; of its growth and success. It is due our school system to say, here, that I fully believe the foundations for that growth and success are to be found in the manual training of the lower grades—that is, the manual side of the instruction in drawing and in the processes of teaching other branches of education given in grades 1 to 7. This early manual training is largely of the naked hands; at first wholly without tools, and later with tools only of the simplest character, such as in some cases the

child fashions for himself from sticks. So, in a variety of materials and in different methods of manipulating the same material, the long series of manual-training lessons begins. The principles are the same as those involved in the higher grade work, for which this is consequently a direct preparation. A proper appreciation of our whole system can not be felt unless this fact is carefully noted.

I have thus, in recognition of the tenth anniversary of the establishment of manual training in Washington, sketched the past and present, and considered the future.

Regarding the year now closing, I can say that it has been a successful one. Uniformity and steadiness have been the chief characteristics of the work in all sections. Judging from inquiries received, attention is being drawn to our results more and more. Two requests to send away exhibits of work were received, one of which was accepted. At the regular May conference at the Teachers' College, New York City, we were represented. The other request came lately, during the busy closing season, and could not be complied with. It was from the American Manual Training Teachers' Association, which meets in New York early in July. Drawings and photographs of work have been sent to Boston, New York City, Brooklyn, and Argentina.

The technical course has met with more success than was expected so soon, and seems to be proving itself valuable as the most complete embodiment now possible of the dictates of our best experience.

The new shop at Mount Pleasant has provided much-needed facilities in that section, and its first year has been one of gratifying progress.

I wish to again strongly urge the great necessity for different arrangements at Benning if any definite results are to be hoped for. To require boys and girls to go so far for their weekly lesson in woodwork or cooking is to foster a waste of effort on the part of all interested.

I wish to commend the efforts of the manual training instructors. Their work is arduous and much more taxing than that of the regular teacher. I believe they should receive the salary paid to other teachers of pupils of the eighth grade.

Your constant, friendly criticism and help is much appreciated.

Very respectfully,

J. A. CHAMBERLAIN.

Supt. W. B. POWELL.

PHYSICAL TRAINING.

WASHINGTON, D. C., *June 30, 1896.*

SIR: Never in the history of schools has the body of the child received more attention than is now being bestowed on it by school authorities. It is only within the past decade that passive agreement as to the value of a sound body has passed into active effort in its

benalf, and a distinct advance made in regard to everything which affects the health of the child while under the care of the teacher.

In our own schools the introduction last year of adjustable seats and desks into all new buildings, and in old buildings where worn-out furniture had to be replaced, was a marked advance. In such schools children are now sitting with feet resting comfortably on the floor, and at desks neither too high nor too low, thereby escaping the evil consequences of otherwise unavoidable bad positions.

Our new eight room buildings are well lighted and well ventilated, having in most cases ample playgrounds, where opportunity is given for outdoor play and games. By their erection a number of unsuitable old buildings have been vacated. Owing to the rapid increase in population of outlying districts, such buildings are beginning to outnumber the larger and older buildings.

In the varied activities of the schoolroom opportunity is given for variety in position and freedom of movement, contrasting greatly with the school of years ago, in which pupils sat bent over desks through long periods of study. This freedom is specially noticeable in the primary school, where pupils are frequently seen drawing or writing on the blackboard with large free arm movements, standing around the teacher in a reading lesson, passing to the number table for a lesson in arithmetic, or going through the movements of a gymnastic story. In higher grades the regular trips to the manual training or cooking school afford opportunity for a walk in the fresh air, while occasional outdoor excursions to study the surface of the country are all healthful in their effect on both mind and body. "Freedom from restraint" is the watchword of the thoughtful teacher of today.

By means of singing, sewing, drawing, manual training, and physical exercises the teacher is enabled to obey that law of mental hygiene demanding change of work, and arrange a program whereby that which is distinctly mental work alternates with that which is physical, so that "brain pressure" in our lower grade schools is a thing of the past.

Much effort has been expended in securing good, healthful positions at all times while sitting. The greatest freedom and variety in position have been encouraged, but a steady fight has been made against the bad habits of sliding down in the seat, bending over at the waist, rounding the shoulders, or leaning with one arm on the desk. All such attitudes cramp the internal vital organs, preventing their normal action, and at the same time cause unsymmetrical development, since the body in growing is most likely to follow the lines of the position habitually assumed.

VERTICAL SCRIPT.

Since vertical script has now been generally introduced, it is to be hoped that there will be an improvement in the position of the body taken for writing. There is no doubt among physicians that most of the cases of curvature of the spine found among adults are due to

habitual bad postures taken in the schoolroom during the formative period of growth. Bad fitting desks and seats and carelessness in assuming unsymmetrical positions during writing and drawing are undoubtedly the chief conditions which have brought about the result. To prevent the latter has always been one of the most difficult tasks undertaken by the teacher. With the aid of the erect position taught in connection with vertical script and the gradual introduction of adjustable desks and seats this task in the future will become easier and a lessening of the evil results is to be looked for.

PHYSICAL EXERCISES.

In reaching out toward an ideal healthful school life for the child no greater aid has been secured than that of the systematic daily drill in physical exercises given in every schoolroom in the city. At a certain time in the day windows are lowered, pupils rise and assume a good standing position, take deep breaths of fresh air, and go through a series of body movements, in which all parts of the body are exercised. Here is given an opportunity to stretch all muscles which have been contracted by the previous sitting period, probably of writing or drawing.

In no other work of the schoolroom is it possible to secure the large trunk, arm, and leg movements necessary for an even development of the body thereby complementing the great amount of fine work of small muscles used in writing, drawing, sewing, and singing.

As the result of much faithful and patient work on the part of the teacher, our boys and girls are carrying themselves with an erectness of carriage and grace of movement in marked contrast to city schools in which no regular drill is carried on.

We who have had charge of the body training of our school children have been specially fortunate in being permitted to work out with utmost freedom a system meeting the demands of growing children for physical work which is systematic, regular, and effective in its ends. Not being obliged to carry out one of the prevailing systems of physical training has given us the opportunity to specially adapt the course of instruction to the conditions of our Washington schools and to make it more varied and interesting. The whole work has grown and developed with time. Each year brought changes and improvements. Whenever something better was found the old was discarded.

Another division of the exercises was made between the first and second years of school, so that the work done represented six grades, corresponding to the first, second, third and fourth, fifth and sixth, seventh, and eighth years of school. All the highest grammar school pupils took their exercises with dumbbells, while all pupils in the next grade below worked with wands. A few fancy steps taken while marching around the room constituted one special feature of the fifth and sixth years of school. These exercises tend to develop grace in the children, besides being excellent exercises for the legs.

First and second grade exercises were playful in character. The children used their imagination and acted out a connected story in a series of movements which were within their daily experience outside of school, and yet made good gymnastic exercises, bringing into action all the muscles of the body. Next year we propose to have bright red bean bags made for all children in the second year of school. These are to be tossed in the hands, tossed back and forth to partners, placed on the floor to be jumped over, and games are to be played in connection with them. Wherever practicable we want to get more of the element of play into all our work, and believe it to be specially good for lower grade schools. Here the greatest amount of freedom and spontaneity compatible with discipline is encouraged. Precise gymnastics do not begin in our schools until the child is eight years old. These exercises are stronger and more developing, while precision of movement as a means of mental training is insisted upon. Control over muscle and movement begins to be sought for.

We have planned to make next year eight distinct grades of work corresponding with the eight years of school life of the child. In this way, owing to the variety of the work, interest in it will be maintained, and at the same time we can more closely adapt exercises to the growing powers of the advancing years of children.

It is useless to consider the work more in detail, since in previous reports that has been thoroughly discussed. Next year, at the end of eight years of physical training in our schools, these years representing the length of a child's school life, we propose to give a special report, which will be a résumé of all which has been accomplished in the last eight years.

VOICE WORK.

A thoroughly planned course of exercises for the improvement of the speaking voice was introduced into the third, fourth, fifth, and sixth grades.

This consists of—

1. Deep-breathing exercises for control over the diaphragm and the thorough expansion of the lungs.
2. Articulation exercises for flexibility of muscles used in speaking.
3. Exercises for purity of tone.
4. Drill on pronunciation of words.

An exercise under each of the above heads was drilled upon a few minutes every day immediately preceding the regular gymnastics. Of the need and value of such drill teachers have frequently spoken, so that our efforts in that direction have been appreciated. We believe that after a few years of practice and with better knowledge on the part of the teacher as to how to teach this new line of work the results will tell for the good of the voices of our children in ordinary conversation and public speaking.

PREVENTION OF CONTAGION.

There is much room for improvement all along the line of school hygiene, which includes the subject of school sanitation and the hygiene of school studies, which subject is only in its infancy. The next step in advance demanded to lessen the danger of spreading contagious diseases, and also for the sake of cleanliness, is that cloakrooms be provided with separate compartments for the wraps of individuals, and that each pupil be obliged to furnish and to use his own drinking cup. These are the chief means of direct transmission of disease germs from one child to another in school. Authentic cases are on record of the spread of a disease through a school which were traced to the medium of the common drinking cup. The plan of separate compartments for wraps could at least be tried in all new buildings without adding materially to the general estimate for building.

SCHOOL RECESS.

A few years ago there was a movement in certain parts of the country to do away with the daily recess on certain moral grounds. It would seem wiser by special attention and supervision of the teacher to improve the daily recess than to do away with an institution which offers the very best opportunity for rest, recreation, and the spontaneous activity of play. Yet the school recess as carried on is capable of the greatest improvement. In many cases the teacher is absolutely ignorant of what her pupils are doing during this play time. So far as observation goes, the children indulge chiefly in screaming and aimless romping, or else in moping and reading. Pupils could be taught certain games adapted to their age and to the circumstances, over which the teacher could have oversight without interfering with the spontaneity of the children. Children could be encouraged to bring their jumping ropes and balls to school. Many pupils would be willing to contribute bean bags, a bean board, jumping ropes, and stilts.

Whenever the weather permits all such play should be in the open air of the playgrounds. A series of games and plays adapted to the different ages of the children can be obtained from the director of physical training. Those unfamiliar to the children could be taught in a very short time. Having such guidance, knowing what can be done, how to do it, and having the means by which to do it, pupils can take the initiative and proceed according to taste or inclination, thereby making the daily fifteen minutes given for recess a period of physical profit as well as mental recreation.

ADVANCEMENT OF PHYSICAL TRAINING.

In the last few years there has been a wonderful awakening of interest in regard to body training as a department of pedagogy. At the National Educational Association convention of 1895, at Denver, a

department of physical training was formed, which fact shows that the subject has come to be recognized as a distinct branch of education. It is only when the work is put into a system of schools as a coordinate branch of instruction, complementing and fitting into the other work of the school, that it becomes permanent, being founded on an educational basis as has been done in our schools.

The American Association for the Advancement of Physical Education, which has been in existence ten years, has within the last two years instituted a reorganization by which there are to be formed all over the country smaller societies as branches of the larger one. This has been done "to awaken a wider and more intelligent interest in physical education; to acquire and disseminate knowledge concerning it, and to labor for the improvement and extension of gymnastics, games, and athletic pastimes in the education of children and youth." We expect to form such a society in the District of Columbia before long, hoping thereby to further the interests of the subject of physical training in all its branches in the city of Washington.

Very respectfully,

REBECCA STONEROAD,
Director of Physical Training.

W. B. POWELL,
Superintendent of Schools.

SUPERINTENDENT COOK'S REPORT.

BRIEF SCHOOL DIRECTORY.

SUPERINTENDENT.

G. F. T. COOK, Sumner School.

CLERK.

J. W. F. SMITH, Sumner School.

DIRECTORS OF SPECIAL WORK.

Music	H. F. Grant	1215 W street nw.
	J. T. Layton	1722 10th street nw.
	T. L. Furby	18 E street se.
Director of drawing	T. W. Hunster	15th street and Kenesaw avenue nw.
Director of manual training	J. H. Hill	227 Wilson street nw.
Director of cooking	M. B. Cook (Miss)	215 Prince street, Alexandria, Va.
Director of sewing	C. E. Syphax (Miss)	1447 Pierce place nw.
Director of physical culture	Hattie B. George (Miss)	619 B street ne.

HIGH AND NORMAL SCHOOLS.

Name of building.	Location of building.	Name of principal.
Normal School	Magruder School, M near 17th street nw.	Miss Lucy E. Moten, 728 4th street nw.
High School	M street, between 1st street and New Jersey avenue nw.	Dr. W. S. Montgomery, 1912 11th street nw.

NINTH DIVISION.

Supervising principal, H. P. MONTGOMERY.

Office, Sumner School; residence, 1928 Eleventh street northwest.

Sumner	17th and M streets nw	Miss M. E. Gibbs, 1741 20th street nw.
Stevens	21st street, between K and L streets nw.	Mr. J. B. Clark, 1633 11th street nw.
Magruder	M street, between 16th and 17th streets nw.	Miss A. M. Mason, 2218 I street nw.
Wormley	Prospect street, between 33d and 34th streets nw.	Miss A. T. Howard, 2209 14th street nw.
Briggs	22d and E streets nw	Miss K. U. Alexander, 1512 Pierce place nw.
Garrison	12th street, between R and S streets nw.	Mr. F. L. Cardozo, 2216 13th street nw.
Phillips	N street, between 27th and 28th streets nw.	Miss G. F. Smith, 1613 Madison street nw.

TENTH DIVISION.

Supervising principal, Dr. J. H. N. WARING.

Office, John F. Cook School; residence, 1932 Eleventh street northwest.

Name of building.	Location of building.	Name of principal.
John F. Cook	O street, between 4th and 5th streets nw.	Miss Lucinda Cook, 2232 6th street nw.
Garnet	U street, between Vermont avenue and 10th street nw.	Miss E. F. G. Merritt, 1109 I street nw.
Banneker	3d street, between K and L streets nw.	Mr. J. W. Cromwell, 1439 Pierce place nw.
Jones	1st and L streets nw	Miss K. C. Lewis, 1116 18th street nw.
Lovejoy	12th and D streets ne	Miss G. A. Dyson, 101 7th street se.
Slater	P street, between North Capitol and 1st streets nw.	Miss E. A. Chase, 1109 I street nw.
Logan	3d and G streets ne	Mr. J. C. Nalle, 1429 Pierce place nw.
Patterson	Vermont avenue, near U street nw	Miss C. A. Patterson, 1532 15th street nw.
Douglass	1st and Pierce streets nw	Miss H. A. Hebbron, 1137 24th street nw.

ELEVENTH DIVISION.

Supervising principal, E. W. BROWN.

Office, Lincoln School; residence, 924 Twenty fourth street northwest.

Lincoln	2d and C streets se	Miss M. P. Shadd, 2110 14th street nw.
Randall	1st and I streets sw	Miss M. E. Tucker, 413 B street se.
Giddings	G street, between 3d and 4th streets se.	Miss L. A. Smith, 1624 11th street nw.
Anthony Bowen	9th and E streets sw	Miss J. C. Grant, 1448 Pierce place nw.
Bell	1st street, between B and C streets sw.	Miss L. A. Dyson, 101 7th street se.
Ambush	L street, between 6th and 7th streets sw.	Miss A. S. Bailey, 421 8th street sw.
Payne	15th and C streets se	Mr. M. Grant Lucas, Anacostia, D. C.

SUPERINTENDENT COOK'S REPORT.

WASHINGTON, D. C., *September 30, 1896.*

GENTLEMEN: Herewith is presented the report of the schools of the seventh, eighth (A), and eighth (B) divisions, which, by action of your body on April 14, 1896, will, from July 1, 1896, be known, respectively, as the ninth, tenth, and eleventh divisions of the public schools of the District of Columbia, embracing all the public colored schools of the city, for the school year ending June 30, 1896. Submitted with this report are the reports of the supervising principals, of the principals of the high and normal schools, of the directors of drawing, and manual training, and of the directresses of cooking, sewing, and physical culture.

Statistics showing the classification of pupils embraced in the enrollment, the number of teachers employed and their classification, the cost of tuition, the cost of supervision, and other information are presented in detail in the following tabulated statements.

The whole number of pupils enrolled was 12,876. They were as follows:

	Boys.	Girls.	Total.
Normal School	7	23	30
High School	198	477	675
Total	205	500	705
Grammar schools:			
Eighth grade	235	304	539
Seventh grade	324	417	741
Sixth grade	437	563	1,000
Fifth grade	511	658	1,169
Total	1,507	1,942	3,449
Primary schools:			
Fourth grade	704	907	1,611
Third grade	839	1,082	1,921
Second grade	1,017	1,312	2,329
First grade	1,250	1,611	2,861
Total	3,810	4,912	8,722
Grand total	5,522	7,354	12,876

The entire number of schools in these divisions was 242. They were classified as follows:

	Seventh.	Eighth (A).	Eighth (B).	Total.
Normal School				1
High School				1
Total				2
Grammar schools:				
Eighth grade	3	4	3	10
Seventh grade	6	6	4	16
Sixth grade	10	7	4	21
Fifth grade	9	7	6	22
Total	28	24	17	69
Primary schools:				
Fourth grade	11	12	8	31
Third grade	[1]13	12	11	36
Second grade	[1]13	18	14	45
First grade	[1]19	22	18	59
Total	56	64	51	171
Grand total	84	88	68	242

[1] Two under instruction of assistant teachers in the Normal School.

The whole number of teachers employed was 297, of whom 255 were female and 42 male. They were enrolled in grades as follows:

Supervising principals	3
Normal School	5
High School	24
Grammar schools:	
Eighth grade	10
Seventh grade	16
Sixth grade	21
Fifth grade	22
Primary schools:	
Fourth grade	31
Third grade	34
Second grade	43
First grade	57
Teachers of music	3
Teachers of drawing	5
Teachers of carpentry	6
Teachers of metal working	2
Teachers of cookery	5
Teachers of sewing	7
Teachers of physical culture	3
Total	297
Teachers graduates of the Washington High and Normal schools	180
Teachers graduates of the Washington Normal School only	15
Teachers graduates of other normal schools	18
Teachers graduates of high schools only	26
Teachers graduates of colleges	25

Teachers graduates of colleges and normal schools	3
Teachers not graduates of any of the above courses	37
Total	304
Teachers counted in more than one course	7
Total	297

The cost of schools for supervision and teaching:

Superintendent	$2,250.00
Clerk	800.00
Messenger	200.00
Supervising principals, 3, at $2,000 each	6,000.00
Total	9,250.00
Cost per pupil (estimated on the average enrollment, 10,296)	.89

TUITION.

Normal School:	
Principal	$1,500.00
Two teachers	1,600.00
One teacher	700.00
One teacher	600.00
Total	[1]4,400.00
Cost per pupil (estimated on the average enrollment, 30)	43.33
High school:	
Principal	1,800.00
Twenty-three teachers	18,537.23
Total	20,337.23
Cost per pupil (estimated on the average enrollment, 594)	34.23
Grammar schools (10 eighth, 16 seventh, 21 sixth, 22 fifth grade schools)	55,850.00
Cost per pupil (estimated on the average enrollment, 2,746)	20.33
Primary schools (31 fourth, 36 third, 45 second, 59 first grade schools)	[2]85,255.00
Cost per pupil (estimated on the average enrollment, 6,926)	12.30
Special teachers (3 music teachers, 5 drawing teachers, 3 physical culture teachers)	8,200.00
Cost per pupil (estimated on the average enrollment, 10,296)	.79
Teachers of manual training (carpentry, 6; metal working, 2; cookery, 5; sewing, 7)	13,100.00
Cost per pupil (estimated on the average enrollment, 10,296)	1.27
Average cost per pupil for tuition in all the schools (based on the average enrollment, 10,296)	18.17
Summary:	
Total cost of instruction, including supervision	196,392.23
Whole number of pupils enrolled	12,876
Average number of pupils enrolled	10,296
Average daily attendance	9,767
Average cost of instruction, including supervision, estimated on—	
1. Whole enrollment	15.25
2. Average enrollment	19.07
3. Average daily attendance	20.10

[1] Including the cost of teaching six practice schools, $3,100.

[2] To be increased by the cost of teaching six practice schools, $3,100.

CONTINGENT EXPENSES.

Total amount expended	$6,348.20
Average amount per pupil (estimated on average enrollment)	.61

FREE TEXT-BOOKS.

Total amount expended	$9,282.54
Average amount per pupil	.96

INDUSTRIAL INSTRUCTION.

Total amount expended	$2,192.00

FUEL.

Total amount expended	$9,590.00

JANITORS.

Total amount expended	$14,570.00

RENT.

Total amount expended	$3,936.00

SUMMARY.

Amount expended, grand total	$242,310.97
Average cost per pupil (including high and normal schools) for all expenses except repairs and permanent improvements:	
1. On whole enrollment	18.81
2. On average enrollment	23.53
3. On average daily attendance	24.80

The following embrace, among other statistics, the average salary per teacher for the Normal School, High School, grammar and primary schools, and the special teachers; the number and cost of free text-books and supplies, etc.:

NORMAL SCHOOL.

Number of teachers trained	30
Average attendance	29
Number of teachers employed	5
Average salary	$880

HIGH SCHOOL.

Number of pupils enrolled	675
Average enrollment	594
Average attendance	569
Per cent of attendance	95.7
Average number of tardinesses per month	49.9
Number of pupils dismissed	1
Number of teachers employed	24
Average salary paid	$847.38
Cost of tuition per pupil (estimated on the average enrollment)	$34.23

GRAMMAR AND PRIMARY SCHOOLS.

Number of pupils enrolled	12,171
Average enrollment	9,672
Average attendance	9,169
Per cent of attendance	94.8
Average number of tardinesses per month	417.4

Number of pupils dismissed	3
Number of cases of corporal punishment	75
Number of teachers employed	234
Average salary paid	$603.01
Average number of pupils to the teacher (estimated on the average enrollment)	413
Cost of tuition per pupil (estimated on the average enrollment)	$14.39
Number of pupils in *all* schools	12,876

SPECIAL TEACHERS.

Drawing	5
Music	3
Teachers of physical culture	3
Average salary paid:	
Drawing	$680.00
Music	$900.00
Teachers of physical culture	$700.00
Average cost per pupil for special tuition (estimated on the average enrollment)	$0.79

TEACHERS OF INDUSTRIAL INSTRUCTION.

Manual training (carpentry and metal work)	8
Cooking	5
Sewing	7
Average salary paid:	
Manual training	$756.25
Cooking	$630.00
Sewing	$557.14
Average cost per pupil for industrial instruction (estimated on the average enrollment)	$1.27

Free text-books and supplies.

	Quantity.	Cost.		Quantity.	Cost.
BOOKS.			BOOKS—continued.		
Æsop's Fables	1,068	$245.64	Evangeline	82	$8.34
Algebras	65	57.90	Geographies:		
Arithmetics:			Introductory	158	67.15
Intellectual	41	7.86	Grammar	161	156.97
Cook & Cropsey	94	69.93	Geology, Shaler	65	32.45
National	9	4.91	Government and administration, Willoughby	93	55.80
Standard, Milne	185	93.73	Hans Andersen's Stories	12	3.55
Elements of, Milne	273	63.70	Histories:		
Elementary	3	.92	Barnes	58	45.43
Arithmetic readers:			Eggleston	20	16.33
No. 1	1	.16	Fiske	436	57.89
No. 2	56	11.43	Johnston	42	35.00
Civil Government:			Montgomery	554	443.20
Fiske	79	59.25	Ridpath	30	18.65
Thorpe	83	67.44	Hygiene for Young People	115	42.04
Child's Health Primer	204	47.43	Important Periods in United States History—sets	4	72.00
Dictionaries, Worcester's Comprehensive	812	771.40	Legend of Sleepy Hollow	167	3.34
Essentials of Health	43	29.92			

Free text-books and supplies—Continued.

	Quantity.	Cost.
BOOKS—continued.		
Miles Standish	118	$12.00
Music readers:		
Normal, First	1,558	408.97
Normal, Second, Part I.	925	273.65
Normal, Second, Part II	124	36.68
Normal, Third	61	30.24
Mason, Second	37	11.84
Mason, Third	85	27.20
Old Greek Stories	603	211.05
Our Continent, Shaler	61	36.60
Reader, Franklin:		
Primer and First	95	17.50
Second	112	30.99
Third	60	23.30
Fourth	48	22.32
Intermediate	305	141.82
Fifth	163	105.95
Reader, normal:		
Primer	298	43.46
First	287	56.20
Second	181	53.70
Third	62	24.54
Fourth	87	43.14
Fifth	82	57.06
Speller, Merrill	974	194.80
War of Independence, Fiske	21	6.21
Washington Day by Day	52	78.00
Word Analysis	19	4.27
Total cost		4,541.25
SUPPLIES.		
Blackboard rubbers	528	16.28
Blackboard pointers	52	6.76
Chalk, gross	600	21.00
Colors, boxes	3,026	423.64
Compasses	280	28.00
Copy books:		
No. 6	2,472	160.68
No. 7	912	59.28
Clay, bbls	21	42.00
Drawing tablets:		
Large	2,639	73.89
Small	10,720	203.68
Glue, cans	90	24.75
Ink, quarts	586	87.90
Models:		
First grade, boxes	1,348	161.78
SUPPLIES—continued.		
Models—Continued.		
Second grade, boxes	1,019	$121.20
Mucilage, quarts	143	57.21
Paper, composition:		
No. 1, packs	4,137	322.69
No. 2, do	5,565	434.07
No. 3, do	4,320	336.96
Paper, drawing, reams	118	63.72
Paper, examination, do	410	467.40
Paper, modeling, sheets	10	90.00
Paper, practice, packs	6,584	460.88
Paper, spectrum:		
A	150	33.00
B	234	28.08
Paper, color:		
No. 1	14	9.10
No. 2	14	5.46
No. 3	20	6.80
No. 4	20	6.20
Pencils:		
W. P. S., gross	270	253.52
Slate, boxes	100	6.60
Penholders, gross	31.5	19.21
Pens, do	775	248.00
Rubbers, diamond	1,840	16.79
Rulers:		
Brass edge	1,104	41.40
Plain edge	1,788	44.70
Squares	192	10.24
Wands	10	.53
Total cost		4,398.40
ADDITIONAL EXPENSES.		
Proportionate part of amount paid for salary of custodian, blank books, miscellaneous printing, cutting paper, labor and material, hauling, freight and express		341.39
Nail puller		1.50
Total		342.89
Amount of unexpended balance		307.46
Grand total		9,590.00

The number of pupils enrolled in the eight grades that were supplied with free books was 12,171, making the cost per pupil for all free text-book supplies $0.762, and the cost for books alone per pupil $0.373.

ATTENDANCE.

The whole number of pupils enrolled during the year was 12,876. This number was 387 greater than in the previous year. The average number of pupils enrolled was 10,296, and the average number in daily attendance 9,767. In the former it was 250 and in the latter 285 more than in the school year 1894–95. The increase in the enrollment over that of the preceding year was quite marked, and in the face of the discouragement consequent upon the large want of steady employment from the continued depression of business was of very gratifying character.

The fluctuations in attendance from month to month, arising principally from unavoidable circumstances, differed but little from those of the previous school year. The continued business depression, which has largely removed opportunity for steady employment, continues to affect regularity in attendance. In the detailed view presented in the following table, in which the number of pupils on the rolls the last day of each month of the school year is shown, these changes may be better seen:

Pupils on the rolls the last day of each month.

[Normal School not included in this table.]

Month.	Total, 1894–95.	High School.	Seventh division.	Eighth division (A).	Eighth division (B).	Total, 1895–96.
September	10,743	653	3,626	3,641	2,921	10,841
October	10,863	640	3,728	3,790	2,974	11,132
November	10,399	639	3,727	3,781	2,881	11,028
December	10,314	621	3,640	3,673	2,794	10,728
January	9,902	604	3,564	3,569	2,686	10,423
February	9,809	584	3,414	3,447	2,603	10,048
March	9,782	579	3,348	3,386	2,570	9,883
April	9,585	556	3,274	3,298	2,496	9,624
May	9,240	534	3,154	3,169	2,395	9,252
June	9,092	521	3,115	3,137	2,387	9,160

In each month following October there is a less number on the rolls than in the month preceding it. The monthly average for the period was 246. The difference between the enrollment in October, the month of largest enrollment, and that of June, the month of the least, was 1,972. This number largely indicates that there are many pupils whose attendance at school during the year is more or less irregular, being limited to fractional periods, ranging from a few weeks' attendance to that of most of the school year.

The causes of this irregular and partial attendance lie principally in adverse circumstances in life and to some extent, it is believed, in indifference; but from whatever cause, the number is sufficiently large to engage serious attention as to means by which least loss of school attainment will result. It very often happens that on return to school,

whether in the current or in a following school year, they can not be placed exactly where their degree of attainment indicates. If located below their attainment loss of time is felt and, if beyond it, probability of poor scholarship is promised. In the absence of a grading or classification, in which there is less interval than the yearly interval between classes, one or more ungraded schools conveniently located could be made to afford much relief and permit to this class of pupils larger opportunity for attainment than now obtains. In the discouragement removed by such provision it is believed that many of this class who now, under temporary adversity, leave and do not return, would return.

The following table shows the whole number enrolled, the average number enrolled, the average number in daily attendance, each with per cent of increase from year to year during the last eleven years, and the per cent of attendance, based on the average enrollment:

[Normal School not included in this table.]

Year.	Whole number enrolled.	Per cent of increase.	Average number enrolled.	Per cent of increase.	Average daily attendance.	Per cent of increase.	Per cent of attendance.
1885–86	10,138	5.62	8,191	6.52	7,756	6.43	94.6
1886–87	10,345	2.04	8,448	3.13	7,956	2.57	94.2
1887–88	11,000	6.33	8,754	3.62	8,266	3.89	94.4
1888–89	11,130	1.18	9,049	3.36	8,549	3.42	94.5
1889–90	11,398	2.40	9,250	2.22	8,728	2.09	94.3
1890–91	12,106	6.21	9,679	4.63	9,140	4.72	94.4
1891–92	12,253	1.21	9,915	2.44	9,363	2.43	94.4
1892–93	12,303	.40	10,072	1.55	9,535	1.80	94.6
1893–94	12,207	.....	10,116	.43	9,627	.95	95.1
1894–95	12,453	1.97	10,021	.....	9,457	.....	94.3
1895–96	12,846	3.05	10,266	2.38	9,738	2.88	94.8

The regularity in the attendance, as compared with past years, was fully sustained in the record of 94.8 per cent of attendance for the year. In the different schools it varied from 88.1 to 98.9. One hundred and twenty-two of the entire schools had a percentage of attendance above the average. In affording the condition essential to most effective school work the importance of regularity in attendance can not be overestimated.

The average number of pupils enrolled was 79.9 per cent of the entire number. In comparison with past years it indicates steady increase in the permanence of attendance.

The cases of tardiness for the year were 5,204, or 50 to every 100 pupils of the average enrollment. This is in maintenance of the excellent record made in past years. Upon this training in punctuality great stress has always been placed, not only for the due performance of present or school requirements but for the formation of a habit that will prove invaluable in the pursuits of after life, and which constitutes the basis of nearly every successful life.

DISCIPLINE.

The records for the year show good degree of abstinence from resort to penal means in the maintenance of good disciplinary condition, either absolutely, when the large degree of adverse condition and environment is considered, or, relatively, when viewed in comparison with the showings of other school years.

There were 75 cases of corporal punishment. The number of pupils subjected to it was less, as the same pupil, in instances, is thus punished more than once during the year. Though the cases for the year were in excess of those of the previous year, there was no instance of undue severity in any of the inflictions. In a large majority of the schools there was no punishment of this kind. It may be said, as a rule, the best teachers have relegated corporal punishment to the past by the substitution of other means of punishment and, in kind, less humiliating and objectionable.

The number of pupils who were suspended from school was 169, or, in proportion to the enrollment, about the same as in the previous year. This method of punishment is favored in preference to corporal punishment. In the concert of action on the part of teacher and of parent or guardian, secured through an interview, not only is the pupil more closely supervised but improvement of conduct effected preventing permanent removal from school.

The number of pupils dismissed was 4. Of this number 3 were dismissed only for the remainder of the school year. The almost entire absence of removal of pupils from the schools on account of conduct is in weighty evidence of the good character of the discipline and speaks volumes of praise for the teaching corps.

The extent of resort to the penal means permitted by the rules of the schools for the enforcement and maintenance of orderly conditions gives but faint conception of the excellent state that exists in these schools in this respect. This statement is not restricted to a few schools, but pertains to the many, irrespective of location. Indeed, the exceptions are very rare. The attainment of this condition has not been through physical but through the constant operation of moral forces in the schoolroom, both in the means afforded through the methods of instruction employed and in the personal example and influence of the teacher, by which an absorbing interest in its work is created and love for study and cheerful and eager effort in its pursuit insured. Through the self-activity of the pupil, by being led to think and reflect, a stronger moral sentiment is awakened and the general tone of the school is being constantly elevated. The conduct of pupils, both in the schoolroom and in its vicinity, is generally of commendable character. Willful disturbance and malicious mischief are of rarest occurrence. While training to the right habit of conduct is important in its relation to effective intellectual pursuit, it is vastly more important in its future

bearing upon good citizenship. Viewed from this standpoint, the good possible of accomplishment among a population of which many in the past were largely deprived of the sources for the formation of such habit and in the present are largely confronted with inimical environment can not be overestimated.

In the following table are presented the cases of corporal punishment, suspensions, and tardiness in each school year during the last eleven years and the number of cases to every 100 pupils of the average enrollment; also the number of pupils dismissed from the schools during each year of that period.

[Normal School not included in this table.]

Year.	Average number of pupils enrolled.	Corporal punishment.		Suspensions.		Number of pupils dismissed.	Tardiness.	
		Number of cases.	Number of cases to every 100 pupils.	Number of cases.	Number of cases to every 100 pupils.		Number of cases.	Number of cases to every 100 pupils.
1885–86	8,191	159	2	250	3	•3	3,906	47
1886–87	8,448	110	1	187	2	4	3,345	39
1887–88	8,754	78	.....	226	2	9	3,720	42
1888–89	9,049	94	1	267	2	8	3,868	43
1889–90	9,250	70	.....	234	2	5	3,913	42
1890–91	9,679	93	.....	210	2	8	3,714	38
1891–92	9,915	110	1	183	1	5	4,109	41
1892–93	10,072	102	.....	130	1	2	4,482	44
1893–94	10,116	65	.....	156	1	4	4,186	41
1894–95	10,021	44	.....	162	1	2	4,597	45
1895–96	10,266	75	.....	169	1	4	5,204	50

The above table affords good opportunity for comparison, both to determine degree of excellence as well as that of progress, to the extent that such items may serve such purpose.

SCHOOL POPULATION.

It may be considered safe, in the absence of a census, to put the school population of these divisions, in round numbers, at 19,000. The per cent of enrollment of this number in the schools during the last year was 67.8, leaving 32.2 per cent, or about 6,000 who received no public-school instruction. Of this number of nonattendants upon the public school, it is probable that about 300 received instruction in parochial schools. The number of attendants upon private schools was insignificant, since among this population in this community private schools do not flourish, mainly on account of the want of means for support, and their enrollment is restricted almost wholly to children below the public-school age. It may therefore be seen that, with comparatively insignificant exceptions, the number of children represented by the difference between the entire school population and its enrollment in the public schools was without school privileges.

Since the policy of the schools has been to enroll all applicants of school ages, even to the extent of overcrowding and to the reduction of whole-day to half-day session, it is very probable that, in very many of the nonattendant cases, compulsory measures will be required to procure their attendance. Thus far in the history of the schools attendance has been purely voluntary—not even morally persuasive means having been used to effect it. The reason for such inaction lies in the fact that the provision, not sufficient to accommodate properly those who voluntarily seek the benefits of the schools, could not be further extended without increased and increasing detriment to those now embraced in the enrollment.

That the direct benefits of the schools should be made to extend over the entire school population goes without the saying. When less objectionable means fail to bring all within their doors compulsory means should follow, with such conditions as to time requirement as due consideration may determine, as well as to possible circumstances which, in the absence of relief through remedial means, may suggest exceptions.

In 1864 the following act was passed:

Compulsory attendance (*act June 25, 1864, §§ 20 and 21*).—Every person in the District of Columbia having under his or her control a child between the ages of six and fourteen years shall annually send such child to some public school in the part of said District in which he or she shall reside at least twelve weeks, six of which shall be consecutive; and for every neglect of said duty the offender shall forfeit to the use of that part of the District in which he or she shall reside not exceeding twenty dollars: *Provided*, That if the party was not able for any cause to send such child to school, or the child has attended any other school for a like period, or was not fit to attend school by reason of bodily or mental infirmity, the penalty shall not be enforced. The trustees may make such arrangements for the purpose of ascertaining whether any children within the above ages are not attending the public schools as they shall deem best for the purpose of enforcing their attendance and the penalty prescribed.

This act, in the absence of necessary accommodation, has been wholly inoperative. The time stated for attendance in each year was, perhaps, after due consideration of the circumstances of the classes of the population affected by it, thought best. It certainly affords the minimum for appreciable improvement. There is reason to believe, however, that, under its enforcement, in very many of those brought into the schoolroom by such compulsory means an interest could be created that would result in much longer membership. The schoolroom itself might be made a most potential factor in the easy enforcement of the law. Though in instances there would be personal hardships in the enforcement of such a law, there would also be large compensation in personal benefits, and in the long run the advantages would outweigh the disadvantages. In the removal of much time for idleness and in the lessened degree of illiteracy the community would gain immediately and remotely more largely in orderly and good citizenship.

KINDERGARTENS.

There are thousands of children in these divisions between the ages of 4 and 6 years. As these children are without the limits of the present school ages, there is and can be no public provision for them in the absence of Congressional legislation and appropriation. The statement with respect to the want of means with which to substitute private for public school instruction, made with reference to nonattendants of the school population, apply with equal force to these thousands.

Very many of these children are in homes in which the proper conception of the office of parent in the judicious training of the child is largely, if not wholly, wanting. In other homes, in the constant struggle with poverty for the acquisition of the bare necessities of life, the child receives but little, if any, of that training which tends to proper moral, intellectual, and physical development. During these tender years, this very susceptible period of life, in which influences for good or ill do not fail to make indelible impressions and are ever active in giving to life bent or impulse most obdurate of change in later years, this class of children can not, in my opinion, receive too much nor too serious attention. These ages should by appropriate legislation be included in the school ages and means appropriated for the instruction of these children as for those of the present school ages.

In the past there was an occasional kindergarten sustained by charitable means and maintained through years with the hope that its work and influence for good would be appreciated by the establishment of public kindergartens; but at present there is no such school among this population.

Experience has shown that the training obtained in such schools has not only been of immediate benefit to the child receiving it, but also of remote usefulness in preparation and receptivity for subsequent school training.

I would urgently recommend an appropriation, even though small, to inaugurate a system of public kindergartens, with the view, after successful experiment, of extending the system.

ACCOMMODATION.

The quality of the accommodation in these divisions is generally good. The more objectionable, which was to be found in the few buildings of the period of earliest construction, will be largely removed by the completion of the reconstruction of the Stevens school and that of the Anthony Bowen, for which an appropriation has been made. The Sumner, Lincoln, and Lovejoy schools, the remaining buildings constructed at that period, need alterations and additions to insure proper ventilation, heating, and good condition. These essentials can be effected by expenditures comparatively small to those required for the remedy of

the objectionable conditions in the Stevens and Anthony Bowen schools.

That fuller information may be had respecting the condition of these buildings, attention is asked to the following statements made in my last report:

> The Sumner and Lincoln are not only the largest of this class, but of all the buildings used for the graded schools the most costly of erection. In many respects both present good degree of adaptedness to school purpose. Their main defects lie in the want of proper means for ventilation, in consequence of which the air is quite impure during the hours of school occupancy, and as the basement floors have been laid upon the bare earth the condition is aggravated by emanations from decaying wood and the soil. In remedying these defects no very large outlay of money will be needed, but even if a large expenditure were required the health interests of the thousand or more children in daily attendance at the schools in these buildings will fully justify it.
>
> The last of this class, the Lovejoy, is heated by stoves. The adoption of other means of heating, and such as will combine means for ventilating, will greatly improve present objectionable conditions. In situation it is high, and has a cellar for the storage of fuel, though of quite limited dimensions. A little more excavation would afford space for a furnace, by which the present schoolroom capacity need not be lessened.

While the quality of the accommodation in these divisions is generally good, its quantity is largely deficient. The number of schoolrooms, including four in basements and two in a rented building, and exclusive of the high, normal, and industrial schools, was 190. In these schoolrooms were located 240 schools. The excess of schools over schoolrooms was provided for in the half-day occupancy of as many rooms. This condition pertained not only to schools of first and of second grade, in which the actual loss of time daily differed not greatly from that prescribed for the instruction in such grades, but also to third and fourth grade schools, in which the regular time prescribed was necessarily so reduced as to impair the degree of most efficient grade work.

If the basement rooms, which are generally ill fitted and objectionable for schoolrooms, on account of want of proper light, ventilation, and conveniences, be excluded, the deficiency of the accommodation is still greater. The fact is, the extent of proper accommodations has never in these divisions been equal to the present demand. Should this be effected, the expense incurred annually in meeting the natural increase of the school population would not be large.

A source of complaint is the poor sanitary condition of the school buildings in these divisions. With but rare exception, the walls, ceilings, and woodwork of the schoolrooms, cloakrooms, and hallways show discolorations from the very foul conditions on account of the large want of paint and other renovating material—a want extending back through many years. All the buildings in these divisions, excepting the latest in construction, present this condition with degree of intensity determined by the remoteness of its construction. This condition is of perniciously educative tendency in its repugnance to

æsthetical training, and a constant menace to health in affording ready means through which disease may be transmitted. It seems sufficiently serious to request a special appropriation for its remedy, if only through such means it can be effected. Not only the interior, but also the exterior, of many of these buildings is in need of such expenditure as will arrest and repair the disintegration from long use and wear. A few thousand dollars devoted at an early period to such repairs will prevent the necessity for a comparatively much larger expenditure in the future. Proper physical environment should be constantly recognized as one of the most important of educational factors.

To extend school facilities and to relieve the overcrowding of present accommodation, I recommend that an eight-room building be located in the ninth division, at some point within the section of the city bounded by Seventeenth and Twentieth and D and G streets. The nearest school building to this section is the Briggs, located at the corner of Twenty-second and E streets. In the eight schoolrooms of this building there were during the year, after the transfer of a fifth-grade school from it to another building, quite remote from the residences of the pupils, thirteen schools. This congested condition forced the reduction of third and fourth grade schools to half time. The next nearest building to the section above named is the Stevens, situated on Twenty-first street near L. It, however, is quite severely taxed, inasmuch as it has seven schools more than schoolrooms. From portions of the section named it would also be rather remote, even if there were accommodation for more schools.

SCHOOLS AND SCHOOL WORK.

The whole number of schools during the year was 242. The number of each grade was as follows: First grade, 59; second grade, 45; third grade, 36; fourth grade, 31; fifth grade, 22; sixth grade, 21; seventh grade, 16; eighth grade, 10; high, 1; normal, 1. The number of graded schools in excess of that of schoolrooms was 50. The excess required the use of one room by two schools to the extent of the number of schools in excess. By this forced provision, from the want of schoolrooms in number equal to that of the schools, one school occupied the room during the forenoon and another during the afternoon. The number of schools thus affected was 100, and of each grade as follows: First grade, 47; second grade, 33; third grade, 14; and fourth grade, 6. This arrangement, made to afford accommodation of some kind to the school enrollment, has its disadvantages, which, particularly in grades of schools above the second, are of quite serious character, inasmuch as it denies the needed opportunity for due accomplishment of school work.

The disadvantages of the double use of the same room are not restricted to the deprivation of opportunity for due intellectual attainment, but are also prominent in the opposition to those sanitary conditions so essential to proper mental, moral, and physical conditions. A

schoolroom used almost daily during a period of ten months by 50 pupils demands large effort through frequent airing and renovation to maintain fair sanitary condition. Even with such effort there is necessarily much foul accummulation from the constant exhalations of its occupants beyond the power of the janitor to remove, and which is constantly aggravated from the want of annual renovation by kalsomining, painting, or other cleansing applications. When the same room is used for the same period of time by 100 different children the bad sanitary conditions are at least doubled.

There are other disadvantages consequent upon this double occupancy, and such as prevent most efficient school conditions, and not the least is the occupancy of the room at such hours as mental vigor is lowest, as in the case of the afternoon school.

The average number of pupils to a teacher, based on the average number of pupils enrolled, was 40.5. This number was about the same as that of the previous school year, differing only one-tenth. When the cost of instruction per capita is considered, it is a number, perhaps, that will not permit reasonable objection, and affords, except, perhaps, in the first grade, fair time for attention to varying individual wants and capacities. A yet less number in the first grade, in which the pupil depends with so great degree of helplessness upon the teacher, and where, in its bearing upon subsequent life and effort, the number should be as small as effective training may require.

There was perceptible advance along the different lines of school work. The more positive trend of study toward subjects rather than text-books gains with each year's experience. Not that text-books are set aside, but that they are more used as guides in pursuit of the topic. There is larger teaching of the principles underlying the subject, in consequence of which there is larger independence of the text-book.

By the greater degree of auxiliary means, from the more liberal provision of reference books and collateral matter, the broadening phases of instruction are becoming more marked annually. From the methods of instruction pursued, it is more and more recognized that the greater value lies not in the acquisition of knowledge, but in the mental power and mastery gained through the means of acquisition; that not only is there worth in the development of mental grasp and power, but, through it, in the securing of that habit of mind and conscience essential to success in life.

The schoolroom of to-day, in its closer connection with the outside world, in its form of instruction more determined by the thought that it is a preparation for life, and in its greater exaltation of the higher motives and deeper sense of its responsibilities, not only indicates progress, but also closer touch with the spirit that seeks as its end the highest happiness and welfare of man.

NORMAL SCHOOL.

The 26 pupils whose record in the entrance examination, held May 31 and June 1, 1895, combined with 75 per cent of their high-school record, outranked all other candidates were admitted to this school September 23, 1895. This number, through special action of your body, October, 1895, was increased to 30 by the admission of the 4 standing next highest on the record as above determined. They were all graduated June 17, 1896.

The work of this school during the year was along the lines of that of the previous school year. Its effectiveness was especially attested in the eight weeks of continuous practice, near the close of the school year, at which time each one of the 30 pupils was assigned to the temporary charge of a distinct school, under the constant supervision of the regular teacher of the school and the general supervision of the principal of the normal school and her assistants. The schools selected for this full and continuous practice were of first grade and in different parts of the city. This more extended course of practice than is possible in the few practice schools of first, second, and third grades directly connected with this school has been pursued for years under the impression that, though the science of teaching may be taught theoretically, the art, which is of far more importance, can be best acquired in the schoolroom under intelligent direction and criticism. The wisdom of this course has, through a long series of years, been satisfactorily attested by the large evidence of ability to instruct and govern shown in schools to which these pupils were permanently assigned after graduation from this school.

The two-year course for the pupils of this school, entered upon the current school year, will not, in the absence of pupils continued from the last school year, permit further graduation from this school until June, 1898. Fortunately in the number of graduates from this school, considerably in excess of the demand for teacherships, no inconvenience will follow. The schools will experience no difficulty in procuring from this number for the new and vacant teacherships those specially trained for the position of teacher and many who have given evidence of large ability for the work through substitute and temporary teacher service.

The report of the principal of this school to this office is submitted with this report for your consideration.

HIGH SCHOOL.

The whole number of pupils enrolled in this school was 675, of whom 198 were boys and 477 were girls. In the entire enrollment there were 57 pupils more than in the previous school year.

The average number of pupils enrolled was 594 and the average

number in daily attendance was 569. The percentage of attendance, based on the average enrollment, was 95.7.

The opinion to some extent exists that this school is, in its enrollment, abnormal. The impression is probably due to a view of the enrollment in the school as a whole. Viewed as to its enrollment in each one of the four years of its course, and further, as to the per cent of enrollment in each one of its four years, based upon the average enrollment in the twelve years that constitute the public-school course, a quite different opinion will follow. The average enrollment in the first year of the high-school course last year was 288; in the second year, 199; in the third year, 72, and in the fourth year, 35. The per cent of the average enrollment in the first year of this school course, based on the average enrollment in all schools, was 2.81; in the second year, 1.94; in the third year, 0.70, and in the fourth year, 0.33.

In the first of the public-school, course or lowest primary, the average enrollment last year was 2,271, or 22.12 per cent of the average enrollment in all years. In the twelfth year of the public-school course, or last year of the high school, the average enrollment was 35, or 0.33 per cent of the entire average enrollment in all years of the public-school course. It should be stated, however, that the average enrollment in the last year of the high school—last school year—was little below the usual enrollment on account of the graduation of a portion of the class upon the completion of the third-year course. A briefer view may be had through the per cent of the enrollment in each of the three four-year divisions of the twelve years of the public-school course into primary, grammar, and high school classification. In these three divisions the per cent of the enrollment was in each, respectively, as follows: 67.90, 26.85, and 5.25. From whatever standpoint viewed, it is believed that the per cent of the enrollment in the high school will not, in proportion to the existence of similar conditions, differ materially from that in other cities.

This school has in its enrollment outgrown the accommodation afforded by the present high-school building. During the school year 1894–95 it was found necessary to divide one of the two study halls into classrooms for the proper instruction of classes. The loss of the study hall from its legitimate purposes was and is still seriously felt. The inconvenience it imposed was last year aggravated by the enforced use of the remaining study hall for classroom purposes, from want of proper accommodation to meet the needs of an enlarged enrollment.

The yet further annual increase of the enrollment in this school in the current school year has required the occupancy of four rooms in the Garnet school building. The use of these rooms by this school can not long exist without serious interference with the efficiency of the grade schools in that building, by forcing schools above the second grade to half-day session from the want of the rooms.

I would recommend that an additional building be sought for the accommodation of high-school pupils, or, if thought best, that the appropriation asked for the manual-training building be sufficiently enlarged so as to permit the construction of a building that will also accommodate the pupils of the business and technical courses of the high school.

The following table may be of interest in showing the absolute and relative growth of this school during the last twelve years:

Year.	Number of teachers.	Whole enrollment.			Number of graduates.
		Boys.	Girls.	Total.	
1884–85	4	22	150	172	28
1885–86	6	37	210	247	33
1886–87	8	51	225	276	39
1887–88	9	73	288	361	51
1888–89	11	81	335	416	67
1889–90	12	64	281	345	41
1890–91	14	82	294	376	86
1891–92	17	104	303	407	69
1892–93	18	117	327	444	90
1893–94	19	140	320	460	99
1894–95	22	197	421	618	131
1895–96	24	198	477	675	49

On the evening of June 17, 1896, 49 pupils were graduated from this school, of whom 28 had completed the academic, 4 the scientific, and 17 the business course.

The report of the principal of this school to this office, which gives in detail its working, is herewith submitted.

TEACHERS.

The whole number of teachers employed during the year was 297, or 11 more than in the previous school year. Of this number 266 were regular, or those in the direct charge of schools and classes, and 31 special, or those in charge of special subjects. There were 42 male and 255 female teachers in the entire corps.

The length of the experience of the teachers employed ranged from that of the first year to twenty-nine years, and averaged about nine years. The degree of preparation of teachers continues to improve.

The composition of the corps, in respect to scholastic attainment and special preparation for the teachership, is of very gratifying character. Of the 297 teachers employed, 26 were graduates only of high schools; 33 were graduates of normal schools, but not high; 180 were graduates of high and normal schools; 25 were graduates of colleges, and 3 were graduates of normal schools and colleges.

The influence and effect of this large degree of special training for the position of teacher, and the fair degree of yet more liberal training and scholarship in the corps of teachers, are most favorably felt in all parts

of the system, in contributing very materially to its success. It may also be said that among the considerable number of teachers, both in the regular and in the special service, who did not pursue study in school to the completion of any of the courses above indicated, there is large degree of fitness from long successful experience, and continued growth in scholarship through private effort.

The importance of making the best possible provision for the teacherships of schools of first grade induces me to present again views expressed in my last report:

> There can not, in my opinion, be too persistently urged such provision for the teachership of the first-grade school as will favor the retention in it of those who have shown special qualification and fitness for its work. The importance of the right starting—physical, moral, and intellectual—in school life can not be overestimated when there is due consideration of its inevitable effect upon all effort in subsequent life. Under the existing schedule of salaries the salary largely influences the grade assignment in the appointment of new teachers, and as the lowest salary is paid for teaching in the school of first grade, the new and, as a rule, inexperienced teacher is usually assigned to it. Objectionable as this may be, it is not all, for when experience has been gained or special qualification and general fitness have been developed or shown for its work, the grade is deprived of it by the promotion of the teacher to a grade for teaching which a larger salary is given.
>
> It is true that schools of this grade are put under normal graduates, but the opportunity to observe and to study child nature while the teacher is being trained in the normal school is necessarily, in the very limited period for training, insignificant when compared with that wide opportunity with full responsibility through the extension of years presented in the schoolroom after graduation from the normal school. The teachership of this grade is not only of great importance in effect upon subsequent life, but it presents largest opportunity for ripest scholarship that, through the comprehensive knowledge of the subjects, whose first or simplest elements are here introduced, there may exist least opportunity for any adaptation that will fail of the best result in the development sought. It is along these first dependent, timid, and inquiring steps of school life that the teacher of large intellectual acquisition, broad culture, and fine moral sensibilities is especially needed—the teacher in whose life, action, and bearing is found an embodiment of all that indicates perfection in womanhood or manhood.
>
> It is recognized that opportunity must be afforded to obtain experience. It should be given in grades in which least injury from inexperience is possible, in grades in which the degree of self-helpfulness on the part of the pupil offers greatest degree of protection from the consequences of mistakes. The more advanced grades would then not only present opportunity for gaining experience, but a field from which to select those showing greatest degree of fitness and adaptedness for first-grade work.
>
> To have and retain such service in first-grade work would, however, require such change in the existing salary schedule as would remove much of present discrimination, and, in the larger compensation given, permit due recognition of the worth of the service. If first thought suggest that in the less time required for first-grade teaching the salary should be less, second thought will reveal full balance in the rare qualities required for its most proficient work.

The teachers are worthy of high commendation both for the character of their work and for the spirit in which it is done. In the conscientious and faithful discharge of duty they are exerting a healthy influence and contributing much to the strength of character.

NIGHT SCHOOLS.

The whole number of pupils enrolled in these schools was 1,508. The average number enrolled was 973. In the entire enrollment there were 166 and in the average enrollment 133 more than in the previous school year. The per cent of attendance, based upon the average enrollment, was 87.4, which was a gain of 1.3 per cent upon that of 1894–95. The number of teachers employed, inclusive of two in cookery, was 27.

The schools were reopened October 7, 1895, and were continued with three sessions weekly of two hours each, excepting during a recess of two weeks embracing the Christmas holidays, until February 12, 1896. This period embraced 48 school evenings, or ninety-six hours of instruction. The shortness of the term was necessitated by the inadequacy of the funds for their continued support. For all public night schools in the District of Columbia $6,000 were appropriated for the teaching service. Of this amount $2,500 were allotted to the night schools of these divisions. Two night cooking schools were opened October 22, 1895, and closed February 4, 1896. These two schools had 25 sessions of two hours each.

That these schools are attended by those who most feel the need of them finds strongest evidence in the record of regular attendance, not only during the term current but in the reenrollment from year to year. It is this felt need that so largely insures conditions for the excellent degree of success that has thus far attended the annual sessions. Effort on the part of teachers to govern is at an absolute minimum, and the general interest at all times manifested in the subjects pursued is, under the intelligent, sympathetic direction of the experienced teachers in charge, enthusiastically maintained.

The number of pupils to the teacher, based on the average enrollment, was 38, or 4 more than in any previous year. It is large in the consideration of the conditions that attend schools of this character, and particularly in the extremely limited time for individual attention, but this has been somewhat obviated by the large selection of teachers of general as well as special experience. The degree of efficiency of the work thus far done has been due more largely to this than to any other one agency. If the average number varied but little from the largest number under any one teacher, yet much could be done under an experienced corps of teachers without too great overwork toward effecting efficient results; but in the larger numbers in attendance upon the lowest grades the work becomes greater. In these grades the number of pupils to the teacher varies frequently from the average to 50 or more. Since these conditions can not be remedied, in the absence of an annual appropriation that will permit an increase in the teaching corps, without limiting the present enrollment of pupils to a much smaller

number, the need of the most efficient teachers available is most strikingly emphasized.

The present method of selection of teachers for this service, which calls for successful experience in teaching and special preparation for the position of teacher, is the best consistent with good result. Where day-school experience, with promise of better result than that of other experience and without loss of efficiency to day-school service from the additional labor, is available, the interests of those taught demand its acceptance or seeking. This is a field with such peculiar conditions for the securing of success that, in the selection of teachers, sufficiency of high and well-rounded qualifications, and not personal considerations, should be kept strenuously to the front. The novice must have a beginning somewhere, but he should not be permitted to find material to work upon in those who have awakened later in life to a sense of their intellectual needs. Their limited time for pursuit of study demands at least reasonable degree of skill and experience. The teaching corps can not be too highly commended, both for the popularity of these schools and the gratifying results.

The enrollment in these schools would be much larger were there sufficient provision in the teaching force. From this want many applicants are annually denied admission to them. The want of a larger appropriation also reduces the term of sessions to a period too short for good degree of progress. To remedy these wants I would recommend that a considerably larger amount than that now appropriated be sought.

The following table gives, among other items, the entire enrollment, the average enrollment, the average attendance, the number of teachers employed, and the cost of instruction in each of the six night schools, as well as for all:

School.	Whole enrollment.	Average enrollment.	Average attendance.	Per cent of attendance.	Time.		Number of teachers.	Average number of pupils to teacher.[1]	Cost per night.	Entire cost of teaching.
					Number of nights.	Number of hours.				
Sumner	291	237	209	87.9	48	96	[2]7	39	[3]$11.50	$602
Wormley	138	121	109	90.2	48	96	3	40	6.50	312
Garnet	229	129	107	82.7	48	96	4	32	8.00	384
John F. Cook	327	193	170	88.3	48	96	4	48	8.00	384
Lincoln	268	131	112	85.7	48	96	4	32	8.00	384
Randall	255	162	144	88.6	48	96	[2]5	40	[3]8.00	434
Total	1,508	973	851	87.4	.....	.....	27	38	.....	2,500

[1] Based on the average enrollment. [2] Including cooking teacher. [3] Excluding cooking teacher.

The following table, presenting in concise view the more essential statistics of these schools for every year since appropriation was first made for this instruction, permits easy reference as to their growth and

ready inference not only as to the work they are accomplishing but what, if in sufficient number, they could be made to accomplish:

Year.	Whole enrollment.	Average enrollment.	Average attendance.	Per cent of attendance.	Time.		Number of school buildings used for night schools.	Number of teachers.	Entire cost of teaching.
					Number of nights.	Number of hours.			
1885-86	.....	.....	232	.....	37	74	1	8	[1]
1886-87	.....	467	378	80.9	52	104	3	12	$1,248.00
1887-88	1,053	738	650	88	51	102	5	20	2,295.00
1888-89	1,080	703	619	88	57½	115	5	20	2,300.00
1889-90	1,158	744	644	86.5	55	110	5	20	2,200.00
1890-91	1,395	846	700	82.7	56	112	6	24	2,699.98
1891-92	1,353	855	731	85.4	48	96	6	24	2,320.00
1892-93	1,315	896	779	86.8	47	94	6	27	2,501.50
1893-94	1,365	921	792	85.9	47	94	6	27	2,520.50
1894-95	1,342	840	723	86	47	94	6	27	2,498.00
1895-96	1,508	973	851	87.4	48	96	7	27	2,500.00

[1] Expense borne partly by the District of Columbia and partly by a voluntary association of ladies who were active in their efforts to have the night schools established.

Herewith are submitted the reports made to this office by the principals of the several schools, giving, in more or less detail, their operation, and contributing much in support of the recommendation to extend this service, both as to accommodation and as to time for instruction:

SUMNER NIGHT SCHOOL.

WASHINGTON, D. C., *February 12, 1896.*

SIR: In accordance with the usual custom at the close of the school year, I submit the following as the report of the Sumner Night School for the term ending with the present month.

The close of this term marks the first decade of direct governmental supervision of these schools. The wisdom of their establishment has been so clearly demonstrated that there is little need of comment thereon. Men, women, and even children, who have been deprived of the opportunity to learn the letter by some circumstance over which they have had no control, have seized and are holding fast to the golden privilege extended by the generosity of Congress.

This school has had a steady stream of applicants since the opening night, and my only need has been that of another teacher for the lower-grade studies. Should another teacher be added to the present corps, then the work of the first and second grades could be separated and each placed in charge of a special teacher. I find the pupils of the first grade very sensitive at their seeming failures and at the readiness with which the pupils of the second grade call their words; and then those of the second year are so anxious to assist their less fortunate schoolmates that they instinctively prompt a struggling pupil, not knowing that the assistance given is a hindrance rather than a help. The adult pupil of the first year requires more assistance and can stand less outside disturbance than the little ones of the day schools. The power of an adult to fix his mind upon one thing at a time is indeed a task to those who have received no training during childhood; so everything should be done to assist him to overcome this intellectual tendency to wander. And for this reason I have suggested that an additional teacher be added to the present corps, and that

said teacher shall be one who has had long experience in handling pupils of the first year in school life.

The work in the grammar grades has been satisfactorily performed. In the business department the amount and quality of the work accomplished are gratifying. The pupils have given studious attention to every subject taught, and we are enabled to announce that four of their number have completed the course and are entitled to certificates. They are Mary Curtis, Susie Deitz, Sarah Smothers, and Samuel W. Watson, all of whom have spent at least three terms in the business department. Some of those who have completed the course in former years are now employed as clerks and copyists under the General Government, having obtained said positions through the civil-service regulations; while others are doing good work as teachers in the States of Maryland and Virginia.

Let me again urge that the teachers for these schools be announced at least a week earlier than is now the custom, in order that the principal may lose no time on the opening night in explaining the work mapped out, but that he may have the opportunity, between the announcement and the opening night, of consulting with his corps of teachers.

As the evening sessions are limited to two hours, it has been our purpose to place the greatest stress upon the fundamentals of educational effort, viz, reading, spelling, language, arithmetic, and writing. The reading after the fifth year is taken from the history and geography. Spelling is taught in connection with every subject. The use of the language, rather than the formal rules of grammar, is persisted in till the eighth year, during which we give the more important rules of grammar. Pupils who have not reached the age of 30 years make a fair degree of progress, while those beyond 35 seem set in their oral expressions, though their written work shows marked improvement.

We make no attempt to change the pupil's penmanship if he has already a style of his own, but we correct whatever erroneous habits he may have formed and insist upon his continuing along the lines suggested. The regular graded system of the day schools is followed in arithmetic, and from the first year of the primary to the closing year of the business course there seems to be an intense desire on the part of every pupil to master whatever is placed before him in this subject.

From time to time talks on hygiene, civil government, and business rules and customs have been given. Altogether the year has been one of progress, having suffered nothing by the removal from the old Stevens building.

This report would be incomplete were I not to call your attention to two of my assistants, D. B. Thompson and Miss M. L. Washington, who have labored earnestly night after night in hearty cooperation with me in bringing about that happy condition which has characterized the work of recent years. They are always prompt and diligent in the prosecution of the work assigned.

Thanking you and the local committee for the confidence reposed in me, I am, sir, yours, very respectfully,

E. W. BROWN, *Principal.*

G. F. T. COOK, Esq.,
Superintendent of Public Schools.

WORMLEY NIGHT SCHOOL.

WASHINGTON, D. C., *February 12, 1896.*

SIR: I herewith transmit to you a statement of the condition of the Wormley Night School for the term ending February 12, 1896.

The whole number enrolled during the year was 158; average enrolled, 121; average in attendance, 109; per cent of attendance for the year, 90.2.

There are no new facts connected with the schools of which I feel necessitated to

speak. The same earnestness marked the pupils, and the same faithfulness to duty characterized the teachers as in the preceding years.

With thanks to superintendent and trustee for assistance during the year, I am, very respectfully,

ANNA M. MASON, *Principal.*

G. F. T. COOK, Esq.,
Superintendent of Public Schools.

GARNET NIGHT SCHOOL.

WASHINGTON, D. C., *February 12, 1896.*

SIR: In transmitting my report of the Garnet Night School for the term just closed, kindly permit me to submit the following statement:

The enrollment the first week was an argument in favor of an auspicious term as far as numbers were concerned, at least, and as time advanced this fact was fully attested, together with the fact that the attendants were earnest in seizing the opportunity offered.

Were I to fail to add a word in praise of the class of pupils attending this school, I should be derelict in a duty. As a rule they are an earnest, well-behaved class, and attend with the determination of getting all the good possible from the privileges accorded them.

The primary grades pursue reading, orthography, penmanship, and arithmetic; the grammar grades add to the given list history, civil government, emphasizing business correspondence, and business arithmetic.

General regret was expressed on every hand by the pupils that their progress was so suddenly curtailed, and a wish that the time is not far distant when the term will be more extended.

I feel to thank my assistants, Mrs. L. J. Moss and Misses M. H. Somerville and E. M. Lynch, for their hearty support and sympathy, remembering "all our strength is in our union."

For the ever ready and timely support of yourself and our trustees, we have nothing but grateful praise.

Respectfully submitted.

E. F. G. MERRITT, *Principal.*

G. F. T. COOK, Esq.,
Superintendent of Public Schools.

JOHN F. COOK NIGHT SCHOOL.

WASHINGTON, D. C., *February 12, 1896.*

SIR: I beg leave to submit herewith the report of the Cook Night School for the year ending February 12, 1896.

The whole number enrolled during the year was 327; average enrollment, 192.7; average attendance, 170.4; percentage of attendance, 88.3.

A comparison of the foregoing statistics with those of last year will show a gratifying gain.

The subjects taught were reading, writing, arithmetic, history, language, and geography, in all of which the pupils were much interested and made remarkable progress.

It is most unfortunate that the session is not longer. Just when the pupils are in condition to do the best work the term ends. If it could be extended a month or two much good would result.

One of the most pleasing features observed in going from room to room at various times was the warm sympathy which existed between teachers and pupils. Each teacher seemed to have succeeded in making her pupils feel that she had their best interests at heart and that their advancement was her first consideration. With such a feeling existing it is not surprising that good results were obtained.

The pupils deserve to be commended for the good order observed, not only in the school room, but in going to and from the building.

In conclusion, I wish to express my appreciation and gratitude to my assistants for the cordial support given me at all times.

Very respectfully,

M. E. GIBBS, *Principal.*

G. F. T. COOK, Esq.,
Superintendent of Public Schools.

LINCOLN NIGHT SCHOOL.

WASHINGTON, D. C., *February 12, 1896.*

SIR: I have the honor to submit herewith a report of the Lincoln Night School for the year 1895-96.

The attendance during the term was good. There was no relaxation in the zealousness evinced by the pupils in their struggle for knowledge.

So crowded was this school at the opening that until January 6 over 40 pupils were kept waiting for admission, hence the necessity for greater accommodation in this section in the future. A painful duty it was to refuse admission to our schools to those who came thirsting for knowledge.

I can not commend too highly my earnest and efficient associate teachers, whose efforts to sympathize with and encourage their pupils were untiring.

In conclusion, we thank you and Trustee Cornish for your support in this good work.

Very respectfully,

K. U. ALEXANDER, *Principal.*

G. F. T. COOK, Esq.,
Superintendent of Public Schools.

RANDALL NIGHT SCHOOL.

WASHINGTON, *February 12, 1896.*

SIR: The session of the Randall Night School for 1895-96 began October 7, 1895, and closed with the above date.

The enrollment for the session, as per inclosed report, was 255; of this number 79 were of last year pupils.

The attendance has been good and the enrollment the largest since the organization of the school.

The policy of opening the night schools in the early part of October is conducive both to their progress and success. The pupils evince great interest in their work and the shortness of the session is much regretted by them.

The work of the school has been satisfactory in all the grades. We have been able to cover more ground in number and language work this year than in the previous years.

We have been fortunate in that not one teacher has been absent from his or her post of duty during the session. It gives me great pleasure to say that those

associated with me in the work were painstaking, earnest, and efficient and were highly appreciated by the pupils.

Respectfully, yours,

JAMES STORUM, *Principal.*

G. F. T. COOK, Esq.,
Superintendent of Public Schools.

PHYSICAL CULTURE.

The directive teaching force in this subject was the same as that of the previous school year, a directress and two assistants. This limited force, in the imposition of labor upon the special teacher, necessarily exacts for successful result intelligence and cooperation on the part of the regular teacher of the school. The degree of concert of harmonious action between the two determines the degree of result. The interest of the regular teacher has thus far been of degree to inspire not only hearty cooperation, but also preparation sufficient for intelligent presentation of the subject.

In its beneficial effects upon health, through its training to correct bodily carriage, posture, and exercise, and in its marked contribution to the discipline of the school, both toward its promotion and its maintenance, this instruction has large value.

The special teachers deserve commendation for faithful and intelligent performance of duty and for energy constantly displayed through effort to increase and broaden their knowledge of the subject and of methods for more masterly presentation of it.

The report of the directress to this office is herewith submitted.

MANUAL TRAINING.

As in the previous year, there were four shops for working in wood and one for working in metal. Two of the schools in woodworking are at the Miller Building, one at the Stevens, and one at the Randall. The school for metal working is at the Miller Building, and has two rooms, one of which is used for blacksmithing.

The number of boys who received instruction in these shops or schools was 950, of whom 829 were instructed in wood and 121 in metal working. These pupils were principally from the high school and from schools of eighth and seventh grades. As in previous years, to some extent classes were formed from schools of lower grades, and particularly of the larger boys of those grades. Each pupil received about one hour and a half of instruction weekly.

The number of teachers employed in the shops was 8, of whom 2 were in the shop for metal working.

The work done in these schools is of very creditable character when the limited time for instruction is considered. Viewed either in the

purely educative or in the utilitarian bent, it gave large evidence of progress. The former was shown in the evoking of the mental powers essential to excellence in execution, and the latter in the construction of useful articles involving applications of the principles taught. These articles, which have been placed in the regular schoolrooms, embraced bookcases of different sizes, cabinet cases, and stands. In such treatment of the material furnished for instruction there are less waste and larger opportunity for inculcating economy.

In the absence of remedial action, it is quite pertinent to repeat what was stated in my last annual report respecting the inconvenience suffered from the incompleteness of the plant and the want of a suitable building for this instruction.

In the incompleteness of the plant from the want of means and the indifferent character of the building in which the main plant is, much inconvenience is still experienced. The building which is rented for this department of instruction was erected about thirty-one years ago, but not for school purposes. It was converted into a schoolhouse in 1866, and was used for graded schools by the public schools of the second division during many years.

In 1887–88 it was again rented by the District for the use of the schools of these divisions, and such interior changes were made, especially by the removal of the room partitions of the first and second floors, as would give such degree of adaptability to manual training uses as its structural conditions would permit. Though this building is perhaps as nearly central as may be desired, it is in many ways ill suited to its uses, and not without favoring strong suspicion as to its safety, even with its incomplete plant, when subjected to the jar and strain from the motion of machinery driven by steam. What is needed, and urgently needed, is a building constructed with special adaptation to the purposes of its use, and embracing the latest and most improved conveniences and facilities for carrying on the work of this department of instruction.

COOKING.

There was no increase in the number of cooking schools. The four kitchens already established are quite sufficient to embrace the pupils by grade eligible to this instruction. Two of these schools are located at the Miller Building, one at the Stevens, and one at the Randall. A cooking school, however, located in the eastern section of the city would afford more accessible accommodation to girls residing in that section, as those girls now have to go more than a mile to receive the instruction. The establishment of a kitchen in that section would not increase the teaching force, inasmuch as the teacher would alternate between that school and one of the present schools.

There were 667 girls who received instruction in cooking. They were

from schools of seventh and eighth grades and the high school. The instruction of each class was limited to one hour and a half weekly. The number of teachers in charge of these schools was 5. The interest manifested in past years was fully sustained. The results were of satisfactory character.

SEWING.

Instruction in sewing is given one hour weekly. It embraces all girls of third, fourth, fifth, and sixth grades. The number of girls who received it during the year was 2,265.

In the sixth grade the instruction is of more advanced character, being made to embrace the cutting and fitting of garments. Two schools or shops of this kind have been formed, but as they are not sufficient to include all girls of sixth grade the instruction has been limited to the older girls. Since it does not extend beyond that grade, there should be provision ample to embrace all girls of sixth grade. The number who received instruction in the shops was 301.

The direction of this instruction has always been of intelligent and energetic character. It has readily evoked the cooperation of the regular teacher, by which excellent results have been secured.

CONCLUSION.

In the present scheme of manual training in the public schools of the District of Columbia the expressed aim is the educative, by the exercise of certain powers of the mind through the training of the hand and the eye, from which mental power is attained. It may be said that the mechanical element is considered simply with respect to its promotion of the educative.

Since the introduction of the present scheme there has set in, and still gains, a public sentiment in favor of large consideration of this training in its mechanical aspects. This sentiment is apparently due to conditions, which, if they do not deny, at least limit the means through which youths may fit for large and skillful employment. In connection with it there is not wanting the feeling that conditions, degenerating into vice and crime, are engendered by the enforced idleness, arising from this want of opportunity to train or fit for mechanical pursuit. If, in compliance with this sentiment, this training in its original intent is to be so changed that its outcome is to be the fully equipped mechanic, there will arise important questions for consideration.

The object of the present instruction in manual training may be reasonably accomplished by a comparatively short period of instruction weekly, through a single branch of pursuit and at a quite limited cost. If, however, this instruction be made to fit and to provide the largest opportunity for mechanical pursuit, the cost will necessarily be increased by the requirement of larger teaching force, through the

increased hours for class instruction, by more and diverse plants and tools, and by the greater quantity of material used in the manipulatory instruction.

Another question will be that of the degree of intellectual qualifications that should admit to this training and which, continued through its course, will be most promising of good result in after pursuit. In this day of enlightened rivalry in all pursuits in life the public schools could not afford with any hope of success to send forth into the world those whose attainments are restricted to a bare knowledge of a trade. There can not be any due compensation for the loss of that training which, in the development of mental power and grasp, gives most promise of mastery in any pursuit or undertaking in life.

The completion of the eighth grade of the public-school course would seem to afford in scholastic attainments and mental grasp an excellent basis for intelligent and effective mechanical training. It is not improbable, however, that, in the presence of much existing condition and environment, more deliberate consideration would suggest entrance upon it, at least temporarily, at an earlier stage of the public-school course. This earlier entrance might also be favored by the advantages which would accrue from a continuance of the present scheme in schools of lower grade. With admission from the eighth grade, this instruction, coupled with the pursuit of such of the higher studies as, in bearing upon it, would promote and perfect its work, could form one of the parallel courses of the high school.

In this advocacy I do not favor manual training exclusively for this class of the school population. Its field should be among both classes, and among each class to the extent of conditions favoring it. Nor do I subscribe to the view that the intellectual training of this class, in extent or method, should differ from that of the other class of the school population. In either training, where circumstances and condition favor, there should be neither discrimination nor restriction.

The more purely intellectual courses of the high school will always have, in their enrollment, those whose circumstances in life permit higher intellectual pursuit, whether for professional or for other position in which greater scholastic attainment is required. There is, however, a large class among this school population whose condition the less practical training offered by the present high-school courses can neither remedy nor reach, and whose interests can be best subserved by a training promising larger opportunity for immediate pursuit in life.

While the value of this training, in its disciplinary and moral aspects, is large, as well as in its tendency to create the material conditions which contribute to higher uplift of the plane of life, upon which aspirations for greater intellectual pursuit may arise, it should never be forgotten that in the rise of a people the intellectual has ever been an indispensable factor.

The strongest pleas and most cogent reasons for a training that will

fit more practically for life are in the thousands of idle youth, in the large degree of poverty, and in the long records of petty crimes. The greater expense than now obtains in the present public-school training will simply require the transfer of the balance from the police court to the schoolroom.

Very respectfully,

G. F. T. COOK, *Superintendent.*

The BOARD OF TRUSTEES.

STATISTICS.

TABLE I.—*Showing the number of half-day schools of each grade in the seventh and eighth divisions, and the buildings in which they are located.*

School.	First grade.	Second grade.	Third grade.	Fourth grade.	Total.	School.	First grade.	Second grade.	Third grade.	Fourth grade.	Total.
Sumner	1	....	1	....	2	Jones	4	3	2	1	10
Magruder	3	3	....	....	6	Slater	2	2	....	....	4
Stevens	5	3	2	....	10	Lovejoy	2	2	....	....	4
Briggs	4	2	3	1	10	Patterson	2	....	....	....	2
Wormley	2	1	....	....	3	Lincoln	2	2	....	....	4
Phillips	2	1	....	....	3	Giddings	3	1	....	....	4
Garrison	2	....	....	....	2	Randall	5	3	2	....	10
Garnet	3	....	....	....	3	Anthony Bowen	2	....	....	....	2
John F. Cook	4	2	....	....	6	Bell	3	1	....	....	4
917 P street nw	1	....	....	....	1	Ambush	3	3	....	....	6
Banneker	2	2	2	2	8	Total	59	33	14	6	112
Logan	2	2	2	2	8						

TABLE II.—*Showing the average number of pupils to the school of grades below the High School, based on the whole and the average enrollment.*

Grade.	Schools.	Whole enrollment.	Average to the school on the whole enrollment.	Average enrollment.	Average to the school on the average enrollment.
Eighth	10	539	53.9	429	42.9
Seventh	16	741	46.3	591	36.9
Sixth	21	1,000	47.6	797	37.9
Fifth	22	1,169	53.1	929	42.2
Fourth	31	1,611	51.9	1,280	41.2
Third	36	1,921	53.3	1,526	42.3
Second	45	2,329	51.7	1,849	41.0
First	59	2,861	48.4	2,271	38.4
Total	240	12,171	50.7	9,672	40.3

TABLE III.—*Showing the whole number enrolled in the seventh and eighth divisions in each grade, and per cent of enrollment for the school years 1894–95 and 1895–96, with increase and decrease.*

Grade.	1895–96.		1894–95.		Increase.	Decrease.
	Whole enrollment.	Per cent.	Whole enrollment.	Per cent.		
Normal School	30	0.23	26	0.21	4	.....
High School	675	5.24	618	4.95	57	.....
Eighth	539	4.19	523	4.19	16	.....
Seventh	741	5.75	718	5.76	23	.....
Sixth	1,000	7.77	971	7.78	29	.....
Fifth	1,169	9.08	1,227	9.83	.....	58
Fourth	1,611	12.51	1,516	12.15	95	.....
Third	1,921	14.92	1,983	15.89	.....	62
Second	2,329	18.09	2,073	16.61	256	.....
First	2,861	22.22	2,824	22.63	37	.....
Total	12,876	100	12,479	100	517	120
SUMMARY.						
Normal and High schools	705	5.47	644	5.16	61	.....
Grammar schools	3,449	26.79	3,439	27.56	68	58
Primary schools	8,722	67.74	8,396	67.28	388	62
Total	12,876	100	12,479	100	517	120

TABLE V.—*Showing the number of schools of each grade below the High School in the seventh and eighth divisions.*

Division.	First grade.	Second grade.	Third grade.	Fourth grade.	Fifth grade.	Sixth grade.	Seventh grade.	Eighth grade.	Total.
Seventh	19	13	13	11	9	10	6	3	84
Eighth (A)	22	18	12	12	7	7	6	4	88
Eighth (B)	18	14	11	8	6	4	4	3	68
Total	59	45	36	31	22	21	16	10	240

TABLE V.—*Showing the absolute and relative growth of the High schools of the seventh and eighth divisions.*

Year.	Number enrolled in all grades, excluding Normal School.	Number enrolled in the High School.	Per cent of enrollment in all grades, excluding Normal School.	Teachers in all grades, excluding Normal-School teachers.	Teachers in High School.	Per cent of teachers in High School on number of teachers in all grades, excluding those in Normal School.	Number of graduates from High School.
1885–86	10,138	247	2.4	174	6	3.4	33
1886–87	10,345	276	2.7	182	8	4.4	39
1887–88	11,000	361	3.3	188	9	4.8	51
1888–89	11,130	416	3.7	197	11	5.5	67
1889–90	11,398	345	3	211	12	5.6	41
1890–91	12,106	376	3.1	226	14	6.1	86
1891–92	12,253	407	3.3	240	17	7	69
1892–93	12,303	444	3.6	254	18	7	90
1893–94	12,207	460	3.7	268	19	7	99
1894–95	12,453	618	4.9	281	22	7.8	131
1895–96	12,846	675	5.2	292	24	8.2	49

TABLE VI.—*Showing the number of schools of each grade in the seventh and eighth divisions 2 of which occupy 1 room.*

Division.	First grade.	Second grade.	Third grade.	Fourth grade.	Total.
Seventh	15	10	6	1	32
Eighth (A)	14	13	6	5	38
Eighth (B)	18	10	2	.....	30
Total	47	33	14	6	100

TABLE VII.—*Showing the number of school buildings and schoolrooms occupied (owned and rented) in the seventh and eighth divisions.*

Year.	Buildings.			Rooms.			Year.	Buildings.			Rooms.		
	Owned.	Rented.	Total.	Owned.	Rented.	Total.		Owned.	Rented.	Total.	Owned.	Rented.	Total.
1885–86	12	4	[1]16	114	17	131	1891–92	21	3	24	186	21	207
1886–87	11	4	15	112	17	129	1892–93	21	2	23	198	10	208
1887–88	13	9	22	129	28	157	1893–94	22	2	24	206	10	216
1888–89	13	8	21	129	27	156	1894–95	22	2	24	206	10	216
1889–90	18	4	22	156	21	177	1895–96	[2]22	3	25	[3]212	[4]22	234
1890–91	18	4	[5]23	166	22	[5]190							

[1] Building owned by first six divisions given up at end of the school year.

[2] Chamberlain Building not counted.

[3] One used for Normal, 17 for High, 1 for supervising principal's office, 6 for industrial schools, 1 for retiring room, and 10 rooms at Stevens abandoned during reconstruction.

[4] Eight rooms for industrial schools.

[5] Including one two-room building (free of rent to the District of Columbia) given up at the end of the school year.

Number of grammar and primary schools, 240.

TABLE VIII.—*Showing growth of the schools of the seventh and eighth divisions during the last twenty-nine years.*

Year.	Number of schools.	Number of teachers.	Number of pupils.	Year.	Number of schools.	Number of teachers.	Number of pupils.
1867–68	41	41	2,300	1882–83	135	147	8,735
1868–69	52	52	3,000	1883–84	140	154	9,181
1869–70	66	63	3,650	1884–85	149	162	9,614
1870–71	68	66	4,986	1885–86	161	174	10,158
1871–72	75	78	4,661	1886–87	168	182	10,365
1872–73	76	86	5,188	1887–88	176	191	11,040
1873–74	74	87	5,280	1888–89	186	202	11,170
1874–75	75	89	5,489	1889–90	197	216	11,438
1875–76	76	90	5,454	1890–91	214	230	12,132
1876–77	79	92	5,954	1891–92	224	244	12,280
1877–78	96	109	6,515	1892–93	229	258	12,329
1878–79	108	119	7,731	1893–94	236	272	12,233
1879–80	117	130	8,080	1894–95	246	286	12,479
1880–81	121	134	8,164	1895–96	253	297	12,876
1881–82	130	143	8,303				

TABLE IX.—*Showing whole enrollment of pupils in each grade, by sexes, in the seventh and eighth divisions for the school year ending June 30, 1896.*

Grade.	Whole enrollment.			
	Boys.	Girls.	Total.	Per cent.
Normal School	7	23	30	0.23
High School	198	477	675	5.24
Eighth	235	304	539	4.19
Seventh	324	417	741	5.75
Sixth	437	563	1,000	7.77
Fifth	511	658	1,169	9.08
Fourth	704	907	1,611	12.51
Third	839	1,082	1,921	14.92
Second	1,017	1,312	2,329	18.09
First	1,250	1,611	2,861	22.22
Total	5,522	7,354	12,876	100
SUMMARY.				
Normal and High schools	205	500	705	5.47
Grammar schools	1,507	1,942	3,449	26.79
Primary schools	3,810	4,912	8,722	67.74
Total	5,522	7,354	12,876	100

List of schoolhouses owned, with their respective locations and when erected.

Division.	Name of building.	Location of building.	When erected.
	High School	M street, between 1st street and New Jersey avenue nw	1890
7	Sumner	17th and M streets nw	1871
7	Stevens	21st street, between K and L streets nw	1868
7	Magruder	M street, between 16th and 17th streets nw	1887
7	Wormley	Prospect street, between 33d and 34th streets nw	1884
7	Briggs	22d and E streets nw	1889
7	Garrison	12th street, between R and S streets nw	1889
7	Phillips	N street, between 27th and 28th streets nw	1890
8 A	Garnet	U street, between Vermont avenue and 10th street nw	1880
8 A	John F. Cook	O street, between 4th and 5th streets nw	1868
8 A	Banneker	3d street, between K and L streets nw	1882
8 A	Jones	1st and L streets nw	1889
8 A	Lovejoy	12th and D streets ne	1872
8 A	Slater	P street, between North Capitol and 1st streets nw	1890
8 A	Logan	3d and G streets ne	1891
8 A	Patterson	Vermont avenue, between U and V streets nw	1893
8 A	Douglass	1st and Pierce streets nw	1896
8 B	Lincoln	2d and C streets se	1871
8 B	Randall	1st and I streets sw	1876
8 B	Giddings	G street, between 3d and 4th streets se	1887
8 B	Anthony Bowen	9th and E streets sw	1867
8 B	Bell	1st street, between B and C streets sw	1889
8 B	Ambush	L street, between 6th and 7th streets sw	1889
8 B	Payne	15th and C streets se	1896

NOTE.—Chamberlain Building abandoned as unfit for use. See footnote [2], Table VII.

List of rented schoolhouses, with their respective locations and when erected.

Division.	Name of building.	Location of building.	When erected.
7	Miner	17th and Madison streets nw	1877
8 A	Miller	H street, between 6th and 7th streets nw	1866
8 A	[1]	917 P street nw	1876

[1] Used during the reconstruction of Stevens School.

SEVENTH DIVISION.

WASHINGTON, D. C., *June 30, 1896.*

SIR: I submit herewith a report of the condition of the schools of this division and the work done in them during the year just ended:

Table showing distribution of schools by buildings.

Building.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Total.	Rooms.	Teachers.
Sumner	1	2	2	3	1	1	0	1	11	10	11
Magruder	....	....	1	....	1	2	3	3	10	7	8
Stevens	1	1	3	3	5	3	3	5	24	18	24
Briggs	1	1	1	0	1	3	2	4	13	8	13
Wormley	....	1	1	1	1	1	2	2	9	8	9
Phillips	....	....	1	1	1	2	2	2	9	8	9
Garrison	....	1	1	1	1	1	1	2	8	8	8

Whole number of pupils enrolled	4,329
Average enrollment	3,484
Average attendance	3,307
Percentage of attendance	94.9
Number on roll at close of year	3,115

ACCOMMODATION.

The numerous applicants for admission to the schools soon demonstrated that the 80 schools with which the year opened were not sufficient to meet the demand for seats, and made clear the necessity for additional accommodations. Four new schools were opened, one at Sumner, one at Briggs, and two at Stevens.

The reason for the unexpected increase in the number of applicants may be found in the fact that the two church schools in this section of the city were discontinued. The closing of those schools may be regarded as a compliment to the efficiency of the public schools.

The opening of the new schools was by no means a pleasant problem with which to deal. It meant a shortening of the sessions of schools already established, and therefore a vigorous and, in some cases, an acrimonious protest from parents who have learned the disadvantages of the half-day school.

Of the 84 schools in the division, 50 are above the second grade, and

should, in the interest of good grading and thorough instruction, have whole-day sessions.

The evils of the half-time school are becoming more and more apparent each year, and unless relief is afforded by additional buildings our system of grading will be seriously affected. Of the objections to half-day schools three of the more prominent may be mentioned:

1. The time is too short for the thorough and satisfactory completion of the grade work; for this reason many pupils are forced to remain in the grade two years. Many others become dissatisfied and withdraw from the schools.

2. Two sets of children of different age and size are compelled to use the same furniture, which in many instances is much too large or correspondingly too small, and tends to the infliction of physical injury to the pupil.

3. It forces into the streets children of poor parents, who, by reason of their occupation, are unable to care for them during the hours they are out of school; consequently the opportunity for the acquirement of vicious habits is forced upon them, and they soon begin a life of idleness and crime for which they are hardly blamable. This class of children is entitled to that protection from the community which is afforded by the public schools. The crimes and misdemeanors committed by them should stand as a rebuke to the community and a reminder of duty unperformed.

The remodeling of the Stevens building will relieve the community of much needless anxiety, for the people had come to the belief that the structure was unsafe and liable to fall at any time. There is urgent need of another 8-room building located at a point where it can be used to relieve the crowded condition of Sumner, Stevens, and Briggs buildings. The Miner building is well located for this purpose.

DISCIPLINE.

The discipline as a whole has reached a point in excellence which makes the school a place of pleasure to both pupils and teachers. This condition, of course, is due fundamentally to good teaching. It is also due to the fact that all good teachers realize the folly of the frequent use of harsh methods of punishment and appreciate the value of those methods which touch the inner being and awaken a feeling of self-respect. Nagging, scolding, and sending home for slight offenses have been abandoned by the wise teacher. The fault-finding, impatient teacher, who is ever ready to dwell on small faults and to magnify them, is always unhappy, never successful, and an infliction upon the school. The hearty cooperation of the parents has also done much to increase the efficiency of the school in this particular.

SCHOOL WORK.

No changes were made in the course of study last year. Therefore the teachers were able to take up the work at the beginning of the year

without delay and pursue it along the lines which marked the work of the previous year with that intelligence and enthusiasm which have become characteristic of them. To avoid a repetition of what has been said in former reports concerning this phase of the work, details must be omitted and the subject concluded with the statement that, with few exceptions, the work of the schools during the year was excellent and reflects great credit upon a corps of teachers who richly deserve the confidence of the school officers and the esteem of the community.

SCHOOL PROPERTY.

The absence of proper protection to the thousands of dollars' worth of property in the division by failure to furnish locks and keys seems almost criminal in view of the fact that an annual plea for protection is made. It is manifestly unjust to hold teachers responsible for the loss of books in rooms whose doors are without proper fastenings.

Number of free text-books on hand at the close of the year	21,108
Number lost during the year	19
Number returned as unfit for further use	403
Number destroyed on account of contagion	5

LIBRARIES.

Additions were made to all the school libraries during the year. The books were bought with the proceeds of concerts and literary entertainments by the pupils and teachers. The patronage which these entertainments received shows the great interest taken in the libraries by the public.

PIANOS.

The pupils and teachers in each building, except the Magruder, have bought for their use a piano, which adds greatly to the pleasure of the schools both in entertainment and discipline.

SHOE FUND.

The shoe fund was replenished by the proceeds of a concert given in the Nineteenth Street Baptist Church December last. The trustees donated the use of the church and rendered other valuable aid in making the concert a pleasant success.

Amount realized from concert	$200.50
Amount received from Evening Star Santa Claus Club	34.50
Amount received from charity	3.56
Deficit paid by this office	2.14
Total	240.70
Number of pairs of shoes distributed to needy pupils	205
Number of pairs of hose	124
Expenditures:	
Amount paid for shoes and hose	$191.45
Cost of concert	49.25
Total	240.70

The work of assisting needy pupils in the schools is done with as much privacy as circumstances will permit.

Very respectfully,

H. P. MONTGOMERY,
Supervising Principal.

G. T. T. COOK, Esq.,
Superintendent of Public Schools.

EIGHTH DIVISION A.

WASHINGTON, D. C., *June 30, 1896.*

SIR: The work of the schools has been substantially along the same lines as in the preceding session.

SCHOOL BUILDINGS.

These are generally in good condition, but would be greatly helped by paint, inside and outside.

The dark and dingy appearance of the interior walls of Banneker building makes a very unfavorable impression upon all who look upon them.

The new arrangements for flushing the closets at Banneker have added much to the sanitary condition of the building. I would respectfully ask that similar improvements be made at John F. Cook and Lovejoy buildings.

A feeling of uneasiness exists among parents and pupils of Lovejoy because of the fall of plastering. This has caused quite a marked decrease in the attendance. Something should be done to assure the public that this school building is safe.

The continued occupancy of the basement room at the Cook school is a serious menace to the health and progress of pupils.

Attention is again called to the need of keys to many of the schoolroom doors and closets to properly protect the valuable books and other articles. Some losses have occurred through lack of keys.

The schoolhouses have been well kept by the exceptionally faithful and painstaking janitors.

HALF-DAY SCHOOLS.

Of the 88 schools embraced in this division, 38 are half-day. Five fourth-grade and 6 third-grade schools were forced to run a half day. The Douglass School, at the corner of Pierce and First streets NW., will afford relief to the crowded condition of the other schools in that immediate vicinity.

ATTENDANCE.

The maximum enrollment was attained in October, the aggregate being 3,790; the lowest occurred in June, being 3,137. From the

statistics filed in your office you will observe that but 17 suspensions, 21 corporals, and no dismissals were reported. These facts speak well for the discipline found in the schools.

SCHOOL WORK.

The work of supervision has included the usual grade meetings and frequent inspection of the schools, during which the supervisor has often taught classes. Many tests have been given, and with encouraging results. More stress should be put upon the application of what is taught. The developing of suitable concepts is a chief need.

There is not enough emphasis placed on the mastery of words. Teachers are too apt to be absorbed in details—not systematic in putting facts under principles. In a word, more attention should be paid to classification.

The pupils should be taught how to study and to arrange their work on paper. More written work should be had in connection with daily instruction.

DISCIPLINE.

The discipline of the schools has been good. The changes made in the principalships of the buildings have resulted in much benefit. With one exception, the discipline of the individual schools has been excellent.

The teachers have made it possible to record the good results, and to them is due the credit. I thank them for the cooperation shown.

To the trustee, Mrs. R. H. Terrell, who by frequent and lengthy visits to the schools has manifested a deep interest, and to you for consideration and courtesy I return thanks.

Very respectfully,

W. S. MONTGOMERY,
Supervising Principal.

G. F. T. COOK, Esq.,
Superintendent of Public Schools.

EIGHTH DIVISION B.

WASHINGTON, D. C., *June 30, 1896.*

SIR: In forwarding herewith the statistical reports of this division for the year ending June 30, 1896, I desire to particularly commend my teachers to you, who, almost without exception, by their earnestness and fidelity have labored to improve the character of the school work, and through the schools to benefit the community in which we are working. I wish to express my gratification at the high standard of the work done by the teachers as a whole.

Special attention is called to the dangerous condition of the Randall School, owing to the wooden stairs in that building, and I would urge the immediate necessity for replacing them with a fireproof stairway.

You and the local trustee will please accept my thanks for the courtesies received during the year.

Yours, truly,

J. H. N. WARING,
Supervising Principal.

G. F. T. COOK, Esq.,
Superintendent of Public Schools.

HIGH SCHOOL.

WASHINGTON, D. C., *June 30, 1896.*

SIR: I have the honor to submit herewith my annual report for the year ending June 30, 1896.

Number and attendance.

Number of pupils readmitted from previous year	364
Number admitted at the beginning of the year	270
Number subsequently admitted	41
Whole number enrolled (boys, 198; girls, 477)	675
Number of withdrawals	154
Number at the close of the year (boys, 141; girls, 380)	521
Average number enrolled	594
Average number in daily attendance	569
Percentage of attendance	95.7

Attendance by months.

Month.	Average enrollment.	Average attendance.	Per-centage.
September	645	635.4	98.5
October	646.4	626.4	96.9
November	634.3	619	97.5
December	629.2	593.5	94.3
January	600	577.3	95.4
February	593.4	565.1	95.2
March	575.8	550.6	95.6
April	561.2	527	93.9
May	546.4	518.3	94.8
June	512.6	500.4	97.6

How distributed.

Course.	First year.	Second year.	Third year.	Fourth year.
Academic	126	90	64	35
Scientific	138	90	11	4
Technical	5	.....	.....	.....
Business	65	47	.....	.....
Total	334	227	75	39

Table showing growth of the school.

Year.	Number of teachers.	Whole enrollment.			Number of graduates.
		Boys.	Girls.	Total.	
1884–85	4	22	150	172	28
1885–86	6	37	210	247	33
1886–87	8	51	225	276	39
1887–88	9	73	288	361	51
1888–89	11	81	325	416	67
1889–90	12	64	281	345	41
1890–91	14	82	294	376	86
1891–92	17	104	303	407	69
1892–93	18	117	327	444	90
1893–94	19	140	320	460	99
1894–95	22	197	421	618	131
1895–96	24	198	477	675	49

BUILDING AND ACCOMMODATIONS.

This building is built to accommodate 450 pupils. Our highest enrollment this year is 675. The study halls, which are considered absolutely essential in any high school to discipline and good order, had to be turned into class rooms.

If we may judge from the number remaining in this school and the number promoted from the eighth grade we shall have about 750 pupils in September, 1896.

In view of these facts we earnestly hope that some provision may be made to accommodate this excess.

INSTRUCTION.

Our pupils have selected four of the five courses of instruction prepared for them, distributing themselves as follows: Academic, 315; scientific, 243; business, 112, and technical, 5.

I would recommend that another major study, French or German, be omitted from the technical course and the time be given to manual training. The course would thus consist of English, algebra, manual training, and drawing. The pupils would then make more satisfactory progress in manual training.

The courses of study are as follows:

Courses of study outlined.

Year.	Academic.	Scientific.	Language.	Technical.[1]	Business.[1]
First	English. History. Algebra. Latin. Zoology.	English. History. Algebra. German. Zoology.	English. French. German. Algebra.	English. French or German. Algebra. Manual Training. Drawing.	English. Business Arithmetic. Bookkeeping. Penmanship. Shorthand. *Typewriting* or *Mechanical Drawing.*
Second	English. English History. *Greek.* Geometry. Latin. Physics or Chemistry.	English. English History. *French.* Geometry. German. Physics or Chemistry.	English and English History. French. German. Geometry.	English. French or German. Physics. Geometry. Manual Training. Drawing.	English. Bookkeeping and Business Practice. Commercial Law and Commercial Geography. Shorthand and Typewriting. *Advanced Mechanical Drawing.*
Third	Latin. English. *French.* *German.* *Greek.* *Botany* or *Chemistry* and *Mineralogy* or *Advanced Physics.* *Political Economy.* *Trigonometry* and *Surveying* or *History.*	German. English. *Botany* or *Chemistry* and *Mineralogy* or *Advanced Physics.* *French.* *Political Economy.* *Trigonometry* and *Surveying* or *History.*	English. French. German. *Physics* or *Chemistry.* *History.* *Political Economy.* *Trigonometry* and *Surveying.*	English. French or German. Physics or Chemistry. Manual Training. Drawing.	Each year of this course is complete in itself.
Fourth	Latin. English. *Advanced Botany* or *Chemistry* or *Physics.* *Greek.* *Geology.* *History.* *Analytical Geometry* and *College Algebra.* *French.* *German.*	German. English. *Advanced Botany* or *Chemistry* or *Physics.* *Geology.* *History.* *Analytical Geometry* and *College Algebra.* *French.*	English. French. German. *History.* *Geology.* *Analytical Geometry* and *College Algebra.*	English. French or German. *Physics* or *Chemistry.* *Review Mathematics.* Manual Training. Drawing.	[1] This course does not prepare for the Normal School.

Elective studies are printed in italics; all others are prescribed.

A general exercise in music is optional, except for Normal School candidates, for whom it is prescribed.

Candidates for diplomas must pursue all the prescribed studies and at least four studies in every year. Students who from any cause fail to meet this requirement are enrolled as "unclassified" and can not graduate until the prescribed work is satisfactorily made up.

Pupils who desire to prepare for college can make special arrangement of their courses upon written application to the principal. This must be done by pupils of the second year who elect Greek.

We have pursued the same course this year that we have for the two years previous in ascertaining and determining the scholarship and deportment of pupils. The reciations are marked when made, and at the end of each quarter those pupils who have not attained an average of 75 in each study are required to enter the examination in that study.

The attendance and behavior of pupils are also essential elements of exemption from examination. Those who are absent from school more than three days in a quarter must enter all the examinations for that quarter, while those whose record is below 85 in deportment in any quarter must enter the examinations for that quarter. Thus any one of the three things mentioned, scholarship, attendance, and deportment, may compel a pupil to enter the examinations.

The pupils are required to make an annual average of 65 per cent in each major or daily study, and 50 per cent in each minor or weekly study, for the purpose of unconditional promotion or graduation. Pupils who are promoted conditionally must remove the condition by an examination at the beginning of the next school year or remain unclassified, and can not graduate until they pass a satisfactory examination.

Our experience has satisfied us that this method is sufficient to call forth the highest exertion on the part of the pupils in their scholarship, and it also affects the attendance and deportment most favorably.

We are aware that the system of marking recitations and examinations is not perfect; teachers differ in estimating the value of an answer; but nothing yet has been discovered to supersede this method, and when applied with ordinary common sense it affords the nearest approximation to justice and impartiality, acts as the greatest stimulus to careful preparation, and gives the greatest satisfaction to the majority of both pupils and teachers. The desire to excel others may not arise from the noblest motives, but it certainly is an incentive to the highest effort and development of the pupils.

We have been greatly hampered by pupils failing to get required text-books. The rules heretofore made this a sufficient cause for suspension, "unless satisfactorily explained." As I have noticed that this is omitted in the new rules, I hope we shall be allowed to compel pupils to get the necessary text-books. Their failure to do so gives us an unusually large number of conditioned pupils, which is an injury to them and reflects unfavorably upon the school.

I shall now state briefly the amount and nature of the work performed in each subject, the number of pupils in each, and the number of hours spent on each subject.

ACADEMIC, SCIENTIFIC, AND TECHNICAL COURSES.

ENGLISH.

Number of pupils: First year, 271; second year, 178; third year, 75; fourth year, 39.

In the first year three hours a week are given to English. We find

this time altogether too short. Four hours a week are given to history. We think it would be better to give four hours a week to English and three to history, especially on account of the relative importance of the two studies to our pupils.

The course pursued in the first year is as follows: Lesson in Lockwood's English, comprising punctuation, letter writing, errors, and figures; Dickens's Christmas Carol, Tennyson's Idylls of the King, Hawthorne's Tales of the White Hills, and sketches were read. Special attention was paid to the thought, the punctuation, the figures, and the construction. Some attention was also paid to narration and description in reading and writing.

In the second year the pupils spent the first three quarters in the study of Shakespeare's comedies. The Merchant of Venice was read in the class. Special attention was given to the study of plot, character sketching, beauty of language, figures, grammatical forms, and characteristic words. The pupils were required to read another comedy outside of class and report upon it.

The fourth quarter was spent in studying the principles of rhetoric and in reading Goldsmith's Deserted Village. Frequent written exercises were required throughout the year.

But two hours a week throughout the year are given to the study of English in the second year. Five hours a week are given to the study of physics in this year. We think it would be an improvement to take one from physics and add it to English.

In the third year the pupils read, during the first half of the year, the first two books of Milton's Paradise Lost. Essays were required from the pupils on the leading characters of these books. Shakespeare was studied during the second half year, and the following plays were read: Hamlet and Macbeth. Particular attention was paid to the historical, grammatical, philological, and æsthetic points of these plays, and essays on the principal characters of each play were prepared by the pupils, read in class, and criticised. English literature from its beginnings through the period of the Restoration was studied, great stress being laid upon the writers of the Elizabethan and Restoration periods. Passages from both Milton and Shakespeare were memorized by the pupils as a part of the rhetorical work of the year.

In the fourth year nineteenth-century literature was studied during the year, and the works of Wordsworth, Macaulay, and Tennyson were read and criticised. The class took notes on literary criticism from lectures given by the teacher, and original critical essays on the works of the authors studied were presented by each pupil, after which the views of the most eminent critics on the same authors were read in class. Passages from the authors were memorized. The work of the year aimed not only at familiarity with the writings of certain authors, but to encourage individual literary criticism on the part of each pupil. The work of the class has been quite satisfactory as a whole.

LATIN.

Number of pupils: First year, 126; second year, 90; third year, 64; fourth year, 35.

Five hours a week were given to the Latin classes in the first year and four in the second, third, and fourth years.

In the first year the text-book used was Harper and Burgess's Inductive Method, which continues to give satisfaction. The pupils were thoroughly drilled in Latin forms, and emphasis placed on construction. The pupils read several chapters of Cæsar, Book I, in addition to the regular work prescribed in the text-book—Harper and Burgess's.

The classes of the second year read the first three books of Cæsar's Commentaries. The written work was Part III, Collar's Latin Prose Composition. The grammar work included verb and noun forms, all the rules of syntax, purpose and result, and indirect discourse.

The third-year class has read the first, second, third, and fourth Orations against Cataline, and the Citizenship of Archias. Part IV of Collar's Latin Prose Composition constituted the written work of this class.

The fourth-year class began Virgil this year and completed the reading of five books. As this was their first introduction to Latin poetry, considerable time was given to the study of meter and the mastery of scansion. The work has consisted of translation, construing, and scanning; while some mythology and the memorizing of passages in the text of striking beauty or interest have also been required.

GREEK.

There were only two pupils who elected Greek this year, one in the second year and one in the third. These two pupils, however, constituted two classes, the one in the second year taking it for the first time; the one in the third year began Greek in the second year, and continued it in the third. Four hours per week were given to Greek in both years.

In the beginners' class the declensions and conjugations, simple-sentence composition, quick recognition of cases and verb forms, completing the forms, accurate translation, and dictation from review lessons have all received special attention. White's Beginners' Book was used.

In the advanced class Xenophon's Anabasis was read—Books I and II and part of Book III. Greek literature was studied and Greek composition; written composition was also kept in mind in translating so that the student would acquire a ready-working vocabulary and correct models for his work.

FRENCH.

Number of pupils: Third year, 19; fourth year, 4.

The pupils of the third year elected French for the first time, and therefore constituted a beginners' or first-year class; those of the fourth year elected it for the first time in the third year, and therefore constituted a second-year class in French.

The beginners' class did good work. They studied Professor Fontaine's Livre de lecture et de conversation. Special attention was paid to the pronunciation; considerable dictation work proved very helpful. French was used as much as possible in the class.

The advanced class read all of the Historiettes Modernes—most of them previously prepared; however, two or more were read at sight, or the students translated as the teacher pronounced, without previous study, easy passages being selected. This practice was productive of good results.

GERMAN.

Number of pupils: First year, 145; second year, 88; third year, 11; fourth year, 4.

In addition to the above pupils who are in the scientific course, 19 pupils of the academic course in the third year and 7 pupils of the academic course in the fourth year elected German, those of the third year electing it for the first time, thus forming a first-year class; while those of the fourth year electing it for the first time in the third year and continuing it in the fourth year, formed a second-year class.

In the first year the pupils were taught to build up a vocabulary by learning the names of familiar objects. They also began the study of the grammar during this quarter, and continued it during the second and third, paying special attention to the article, noun, adjective, pronoun, and preposition. The fourth quarter was spent in studying the verb in the active voice.

The pupils were also required to write sentences illustrating the uses of the parts of speech, and analyze and parse them. In addition to the lessons, descriptive and otherwise, intended for reading in the Sprachbuch und Lesebuch, three stories in Es War Einmal were read and translated.

The second-year pupils read the Bilderbuch Ohne Bilder and the Brigitta and completed Sheldon's German Grammar. Very much attention has been given to grammatical work in the way of blackboard exercises in translating English into German. The work on the whole was satisfactory.

The third-year pupils read during the year Dr. Bernhardt's excerpts from Schiller's Thirty Years' War—Gustav Adolph in Deutschland—besides completing five periods in German literature in Bernhardt's Deutsche Litteratur Geschichte. The class has also had weekly exercises in sentence, letter, and composition writing. Their work was very creditable.

The fourth-year class has read during the year several selections from Goethe's Meisterwerke, and a large number of his ballads and lyric poems. The progress made was satisfactory, the pupils manifesting great interest in their work, which was faithfully performed.

The pupils of the third-year academic course who took first-year German were able to make much more rapid progress than the pupils of

the first year in the scientific course. Their two years' previous training gave them a decided advantage. They completed Bernhardt's Sprachbuch und Lesebuch, and were given special drill in grammar and analysis of construction. The pupils of the fourth-year academic course completed Sheldon's German Grammar and read Bilderbuch Ohne Bilder and Schiller's William Tell.

MATHEMATICS.

Algebra (first year).—The number of pupils studying algebra was 212. Five hours per week were given to this study. The course prescribed has been completed. The power to grasp principles and apply them has been the aim kept in view in teaching this subject. Original exercises have been required from time to time in addition to the regular work of the text-book—Wenthworth's Common School Algebra.

Geometry (second year).—There were 178 pupils studying geometry. They completed the first five books of Wenthworth's New Plane and Solid Geometry, with sufficient original work to enable them to grasp the subject. Throughout the year particular stress has been laid upon the fundamental principles of the subject. Quality of work done has been the object rather than quantity.

Solid geometry and trigonometry.—Four third-year pupils elected to continue mathematics. They completed solid geometry, conic sections, and plane trigonometry. The work done by this class has been very satisfactory and encouraging in every particular. Intense interest was manifested in the subjects throughout the year and a very high scholarship has been the result.

HISTORY.

The number of pupils in history was as follows: First year, 271; second year, 178; third year, 14; fourth year, 3.

Four hours per week were given to this subject in the first year, three in the second, and four in the third and fourth years. The pupils of the first year studied Myers's Eastern Nations and Greece during the first and second quarters, supplemented by outside reading and essays written by the pupils upon the most important events, personages, and subjects connected with the ancient nations and Greece. In the third and fourth quarters the class studied Allen's History of the Roman People and followed the story through the Age of Augustus.

The work has been marked by considerable enthusiasm and interest. A number of the pupils have exhibited remarkable historical capacity.

The work in the second year has been the same as that of last year. The pupils completed the work of the grade in Myers's General History and Montgomery's Leading Facts in English History. They were required to write essays upon the leading characters and events in English history, and read and explain them in the class. A number of excellent essays were read, showing thought and research. The aim has been to teach the pupil to read and investigate for himself.

As the three pupils of the fourth year elected history this year and did not during their third year, they were consolidated with the pupils of the third year and made one class for purposes of recitation.

They studied Fiske's Civil Government and Ely's Economics. Considerable collateral reading has also been required, and historical essays and biography of American statesmen, together with articles throwing light on any phase of our subject from current periodicals have been read and commented on in class.

PHYSICS.

Number of pupils: Second year, 172; third year, 62; fourth year, 14.

The second-year classes pursued the course as laid down in Gages' Introduction to Physical Science through the first three lessons in electricity.

The third-year classes completed sound and light in the same course and did a little work in the useful application of electricity.

The fourth-year class completed two-thirds of the course as laid down in Thompson's Elementary Lessons in Electricity and Magnetism.

Some time was also given to electrical construction and practical work.

CHEMISTRY.

There were three classes in chemistry—a first-year class of 4 pupils, a second-year class of 6, and a third-year class of 2. Chemistry is begun in the second year. Five hours a week were given to this subject. The work of the year included inorganic chemistry, a study of the metals and nonmetals, and a brief consideration of organic chemistry. A course was also given in qualitative analysis to those who had completed the introductory work. A brief course was given in quantitative analysis, but the limited time that can be given necessarily retards progress in this branch of the work. Mineralogy was also included. In all branches of the subject the main and ultimate aim is to stimulate the observational powers and interest of the students and to draw from them independent conclusions; also to present to them as far as possible the practical side of the subject and its application to everyday life.

BOTANY.

The number of pupils in botany was 48. Nine pupils of the third year elected botany, and the 39 of the fourth-year class, for whom it is prescribed, took it. Four hours a week were given to botany.

The work comprised a study of systematical, structural, microscopical, and physiological botany, considering in a general way those facts and principles that could be best observed and understood during the time allotted to the subject.

The work in microscopical botany comprised a knowledge of the parts and adjustment of the microscope; a study of the low forms of vegetable life—bacteria-fungia; study of microscopical sections of the

higher parts, so as to obtain a more definite idea of their anatomy. The pupils were required to represent by drawings all the parts examined. A study of the growth of the plant from seed and its further development was made and drawings required illustrating each step in the development. A study of the plant as a whole and its parts and their modifications was made in detail.

During the last quarter a study was made of a number of plants, including analysis and classification, and special study of several groups and orders. During this quarter herbariums were prepared by each pupil. Study was also made of specimens in the Botanic Gardens. Throughout the year papers were prepared and presented before the class representing some special study or observational work. During the course every effort was made to have the material before the pupils, so that facts could be best understood and impressed and independent conclusions deduced.

GEOLOGY.

Number of pupils, 5; time, three hours a week. The work comprised recitations from Geike's Geology, topics and papers prepared by the pupils, discussions, visits to the National Museum, field work, and a collection of specimens.

In connection with the work a thorough study was made of the mineral specimens and rocks that are in the school museum.

ZOOLOGY.

Number of pupils, 271. This subject is confined to the first-year pupils; one hour per week is given to it. This time is only sufficient to give a bare outline of the subject. The pupils, however, manifest a great interest in the subject, readily furnishing specimens of the various animals required to illustrate the development of life in its simplest forms.

BUSINESS COURSE.

ENGLISH.

Number of pupils, 112—first year, 65; second year, 47. Time, four hours a week throughout the year.

The pupils of the first year studied Lockwood's English. Careful attention was given to punctuation, letter writing, errors, and the most important figures of speech. They read Dickens's Cricket on the Hearth and Christmas Carol, and Macauley's Essay on Hastings. They were required to reproduce in oral and written form a large portion of their reading.

In the work of the second year the pupils were carefully reviewed in punctuation, grammatical construction, and clearness of expression in written work. Their reading was confined to a study of Irving's Sketchbook.

SHORTHAND.

Number of pupils, 112—first year, 65; second year, 47. Three hours a week were given to the first year and four to the second.

In the first year the work as outlined in the "course of study" was in the main accomplished. The exercises contained in the manual were supplemented by many from other sources, all designed to give the pupils a practical knowledge of the principles of the subject.

The latter part of the third quarter and all of the fourth were devoted to dictation exercises. Business letters and easy extracts were read at a slow rate to the pupils, who, after taking them down in shorthand, were required to make a correct longhand copy of their notes.

The work in the second year has not been as satisfactory as desired, on account of the large size of the class—47 pupils. The work as laid out in the "course of study" has been followed as nearly as possible.

BOOKKEEPING.

Number of pupils, 112—first year 65; second year, 47. Five hours per week were given to this subject in the first year and four in the second.

In the first year the work done embraces not only that which is prescribed but much other work. All the commercial papers involved in the transactions were made out and exchanged by the pupils. A number of sets of transactions taken from the business of a teacher, a doctor, and a contractor, serving as excellent practical examples, were written up by the pupils. In a few of the sets the pupils were required to perform all the business practice.

In the second year the aim was to make the work done by the pupils as practical as possible. To this end many supplemental sets involving transactions of more or less difficulty were given. Business practice was had for about two months, the class for this purpose being divided into three business communities. Each pupil had dealings, varied in character, with the other members of his community. In addition to recording the transactions from actual business, everyone had practice in making checks, drafts, notes, leases, order tickets, and invoices, in receiving and paying out money, in sending away shipments, keeping a bank account, discounting notes and drafts, and in various other operations of a business character. The work done by the pupils was generally satisfactory.

ARITHMETIC.

Number of pupils, 112—first year, 65; second year, 47. Much stress was put upon the theory of method, the reasons for every process being considered of primary importance in work of this advanced nature. Sadler's Business Arithmetic, Part II, is an exceedingly practical treatise of the subject, and in pursuing the above course the object was to secure accuracy, not so much by observation of rules as through

a logical line of deduction and then analyzation. The pupils of the second year spent their last quarter profitably in reviewing arithmetic.

TYPEWRITING.

Number of pupils, 112—first year, 65; second year, 47. Time, three hours per week. On account of the small number of machines, the classes had always to be divided into two sections, and thus only one-half of the time could be utilized.

In the first year due attention was given to fingering, but special attention was given to letter writing. Exercises in copying, dictation, tabular statements, and manifolding were given to the pupils. Care was taken to give work in the execution of which the pupils would gain a full knowledge of the different parts of the machine and learn their uses.

The class in the second year was unable, for the reason mentioned above, to spend the time required in the course of study at the machines. We have but 20 machines, and the class consisted of 47 pupils. It was impossible, therefore, to attain any considerable degree of speed, and consequently the stress was laid upon accuracy.

COMMERCIAL LAW.

This subject was taught to the pupils of the second year during the first and second quarters by a series of lectures and examinations. Four hours a week were spent upon the subject. The subjects of the lectures were law, contracts, agency, partnership, corporations, sale and commercial paper. Clark's Commercial Law was the text-book prescribed. In the oral and written examinations that followed the lectures the pupils were made thoroughly familiar with the subjects.

COMMERCIAL GEOGRAPHY.

This subject was taught to the pupils of the second year in the same manner as commercial law, viz, by a series of lectures and examinations. Four hours a week were spent upon the subject during the third quarter.

The subjects of the lectures were a description of mathematical, physical, and political geography, commercial highways, the area, position, products, exports, and imports of the chief commercial nations—the United States, Great Britain, France, Germany, and other countries.

PENMANSHIP.

The theory of penmanship was taught through and by means of practical writing, by calling the attention of the pupils to the height, width, turns, and style of every letter, figure, and character used in the lesson. Good penmanship is essential to successful business qualification. No matter how well qualified otherwise an applicant may be, a prejudice is immediately created against him if his penmanship is poor.

DRAWING.

All the pupils of the school, except the class in the second-year business course, were required to attend the regular classes in drawing one hour each week throughout the year. The class in the second-year business course gave two hours a week to mechanical drawing.

There were several special classes in painting, which were optional. These were composed of pupils selected by the director of drawing on account of their aptness and willingness to give additional time from their study hours to the subject.

MUSIC.

Music is prescribed for pupils who contemplate entering the Normal School. To others it is optional. Only those take it for whom it is prescribed. About 550 pupils of the academic and scientific courses elected the subject.

MANUAL TRAINING.

Two hours per week were given to the classes in manual training by those pupils who took it in addition to their regular studies and five hours by the boys who took the technical course.

About 50 boys began the course in addition to their regular studies, and five began the technical course. Of the former about one-half discontinued the course of manual training because they found it impossible to spend the time and keep up with their regular studies which was essential to their promotion or graduation.

COOKING.

About 50 girls of the first year of the High School attended the cooking school this year for two hours a week. As they attend the cooking in the seventh and eighth grades they complete the three years during their first year of the High School. The pupils would profit more from their attendance on the cooking school if they could give three hours a week instead of two. This, however, seems impossible, on account of the demand of the regular course on their time.

PHYSICAL CULTURE.

The work of the teacher of physical culture continues to be of great benefit to the girls, all of whom are required to take the exercises once a week, unless excused upon a physician's certificate. The exercises lasted a half hour. The effect was noticed in the improved carriage and posture of the girls, and I have no doubt that their health was also greatly benefited.

MILITARY TRAINING.

Eighty boys voluntarily enlisted in the military department of the school this year and were formed into a battalion of two companies.

They gave three hours a week to drilling under Capt. Arthur Brooks, of Company A, First Separate Battalion National Guard District of Columbia.

The two companies competed in a drill of the manual of arms for a gold medal at a public entertainment held at Central Hall May 22. Capt. C. H. Ourand, Capt. E. C. Edwards, and Lieut. C. A. Meyer, of the National Guard District of Columbia, were the judges.

The medal was awarded to Capt. C. K. Wormley, Company B, after a close and exciting contest.

RHETORICAL EXERCISES.

These exercises are held in each class room every Friday afternoon. On the last Friday in each month general exercises are held in the assembly hall, which all the pupils attend. The exercises consist of literary and musical performances, both vocal and instrumental. The exercises are a source of pleasure and profit to the pupils. Two of these monthly exercises deserve to be specially mentioned. Mr. W. B. Hayson, a teacher of a third-year Latin class, held regular class exercises in Latin. Recitations were given from Cicero's Orations, and several beautiful choruses sung from Gounod and other famous composers. The beautiful "Sanctus" gave especial pleasure on account of the precision and harmony with which it was given by a chorus of 30 well-trained voices.

The other was a play entitled "Shakespeare's Wooing," by the third-year class in English, under the supervision of their teacher, Mr. Parker N. Bailey. This play was given in costume. The pupils acquitted themselves with great credit. An orchestra composed of fourth-year pupils furnished the music for the occasion.

LIBRARY.

We have a library of about 1,000 volumes of standard works of fiction, history, and biography, and 100 volumes of encyclopedias and dictionaries. A part of these books were donated, and the remainder purchased by the pupils from the proceeds of entertainments given by the pupils for that purpose. The encyclopedias and dictionaries are for the purpose of consultation and reference by the pupils at school. The other books are intended to furnish the pupils with instructive and entertaining reading at home, and are very much used and appreciated by them. The library is a valuable and indispensable adjunct. Our only regret is that it is entirely two small for 675 pupils.

GRADUATION.

The graduating exercises were held June 17 in the Academy of Music. There were 49 graduates—28 from the academic course, 4 from the scientific course, and 17 from the business course.

The following was the order of exercises:

Overture, "Martha," Flotow; march, "High School," Prof. H. F. Grant. Invocation. Selection, "Wang," Morris; salutatory, "Qualities essential to success in business," William E. Smoot; waltz, "Sea Breezes," Fanciulli; oration, "The demand upon young America," Burrell W. Jefferson; selection, "Le Roi Louis XIII," Louis Von ter Finck; valedictory, Ottie M. Brooks; selection, "Hungarian Fantasie," Moses. Conferring of diplomas by Hon. John W. Ross, president Board of Commissioners, District of Columbia. Selection, "Spanish Seranade La Manola," Eilenberg; address by Rev. J. T. Jenifer; march, "American Eagle," Fanciulli.

CONCLUSION.

In conclusion, I desire to acknowledge my obligations to the teachers for their cordial and hearty cooperation in making the school as successful as it has been. I wish also to express my thanks to the trustees on the High School committee, Hon. B. K. Bruce, and yourself for your advice and uniform courtesy.

Very respectfully,

F. L. CARDOZO, *Principal.*

G. F. T. COOK, Esq.,
Superintendent of Public Schools.

NORMAL SCHOOL.

WASHINGTON, D. C., *June 30, 1896.*

SIR: I respectfully present herewith the ninth annual report of the principal of the Normal School under your especial care:

INSTRUCTORS.

Lucy E. Moten—Psychology; theory and art of teaching, including school management; history and philosophy of education; child study; methods in reading, number, and vocal culture; sensible etiquette, embracing morals and manners; physiology and hygiene. Time, three and one-half hours daily.

Ada C. Hand—Printing; ten lessons, of one-half hour each. Object lessons on animals and common things; one-half hour per week for twenty weeks.

Mary E. Smith—Penmanship; twenty lessons of one hour each.

Mary E. Smith—Botany object lessons; ten lessons of one-half hour each.

Anna E. Thompson—Language in primary grades; twenty lessons of one hour each.

Margaret E. Crusoe—Methods in geography; twenty lessons of one-half hour each.

H. F. Grant—Music; one hour per week for three quarters.

Hattie B. George—Physical culture; one hour per week.

T. W. Hunster—Drawing; two hours per week entire year.

Training schools are taught by Misses Thompson and Crusoe, third grades; Misses Hand and Smith, second and first grades; the latter meeting in the mornings, the former in afternoons. This arrangement is not only very severe on the teachers, Misses Hand and Smith, but very unsatisfactory for practice, since it requires the teacher and pupil teachers to be on duty from 8.45 a. m. until 4.45 p. m.—a very long day's work. I trust you may remedy this condition at your earliest convenience.

The school opened in September with 26 pupils, but was increased to 30 by an act of the board.

The entire class has worked with marked enthusiasm, and deserves the highest commendation for earnest and persistent effort to do everything which has been required of them. Never before under my management have we had better results, as is evidenced by the unusual close and good standing of each pupil. The pupil leading the class has an average for the year of 93 per cent, and the lowest, or number 30, an average of 85 per cent.

The work of the year has gone forward harmoniously and prosperously, due in a large measure to the harmony and unanimity of purpose pervading the entire teaching corps.

I thank the teachers most heartily for their devotion to the work and their efforts to raise the moral as well as mental standard of the school. The general bearing of the class has been above reproach. The uniform intellectual attainment is marked.

The difference in relative standing is therefore largely due to difference in ability to interest, to instruct, and to control small children; in brief, to teach. This power the Normal School can not create, but it does develop and strengthen the power where it naturally exists.

COURSE OF INSTRUCTION.

The course of instruction, as laid down by our board of trustees, has been most faithfully followed—

The study and application of the commonly accepted principles of education;

The relative value of subjects of instruction, their order, correlation, and adaptation to the child's development; the development of the power of voluntary attention;

The educational value of interest as a means to a general end;

The relation of feeling and emotion;

The cultivation of right habits as to truthfulness, promptness, cleanliness, and self-respect;

The educational value of discipline, mental, moral, and physical;

Methods—their origin, their purpose and criticism, their application.

Great care has been given to the vocal culture, real training in position of body in sitting, standing, and correct carriage in walking, correct position of vocal organs and the philosophy of sound.

The organization, management, and administration of primary schools have been studied;

The courses of study as based upon the child's mental activities;

Classification of pupils as based upon temperament, mental and physical capacity, acquirements, age, sex, size, etc.;

Programmes in conformity to nature of mind as well as to relative value and relation of subjects taught;

Government and discipline as results of rational methods;

Hygiene as a necessity for health both of teacher and pupil.

The kindergarten songs, plays, and gifts as a means of mental, moral, and physical discipline have received attention.

It seems really impossible to longer delay providing this essential training for the intending teachers.

CHILD STUDY.

If there is to be any advancement in our children by and through educational methods, it must lie in the direction of the children themselves. Teachers and trainers of teachers must awake to the necessity of studying the child—his tendencies, his traits, his manners, his individual methods of study, of play, and these in connection with his environments, his parentage, etc. The time has happily passed when the little one is spoken of as clay. He is more. He is all the man will ever be—a real, organized, sentient being, only waiting the hand and heart of a well-trained teacher to skillfully cause him to use that which is his by divine right, and which no man may take away, but may shamefully neglect or, worse, misdirect.

The aim of our course in child study is to make a systematic study of child nature. Our books of reference are Preyer, Perez, Barnes, Hall, and the Reports of the Commissioner of Education. These are carefully read and thoughtfully studied as a means to more thorough individual investigation.

Each student starts out with a careful study of herself as to her own habits, traits, and methods; her own mind becomes the subject of her research; she faithfully notes her own experiences, observations, and their effects, the state of her will as tested by her everyday obligations, etc. Then she selects one of her own classmates whose environments are as nearly as possible like her own. These notes are compared and points of resemblance and differences discussed, mental and moral philosophies searched for reasons, etc. Lastly, she selects some one child who is daily under her observation, she keeps an exact record of its conduct in school and out, at study and at play, intellectual standing, general manner, makes inquiries as to hereditary tendencies, acquired tendencies, studies the environments, etc., and makes a written report to principal monthly. Much good has been accomplished this and

former years, but we hope through the kindness and courtesy of the famous specialist, Dr. MacDonald, of the Bureau of Education, to accomplish much more during the coming year.

PSYCHOLOGY.

This important branch is studied during the entire year subjectively and objectively.

The physiology of the brain and the cerebral and spinal nervous system is studied as a means to the better understanding of the mechanism of the brain.

The aim in this branch of study is to apply in a general way the science of mind to the daily routine work of the teacher, to enable her to work more successfully and more intelligently, to prepare her to estimate the value of the different subjects taught as well as to determine the best methods of teaching, so that each child under her care may receive the maximum amount of mental activity with a minimum amount of mental fatigue.

PRACTICE.

Hand in hand with the theory must go the practice, the one giving health and strength to the other.

The model schools, embracing first, second, and third grades—two of each—have had 317 pupils. Our rooms are crowded and applicants constantly waiting.

These schools are daily used for observation and practice in governing as well as instructing. It is clear that ample opportunities for such practical experiments in meeting the actual problems of the schoolroom are essential to the training of our teachers.

A kindergarten should be added, and one thoroughly equipped as teacher should be placed in charge.

As much profit as is gotten by teaching in the model schools under the guidance of the experienced assistants of the normal, yet I fully believe that more independence of thought and action is acquired in their eight weeks' consecutive practice in the outside first-grade schools.

I trust that in the future not less than three months' actual teaching shall be required for graduation. I also suggest that during this probationary period of three to six months' teaching that you, Mr. Superintendent, and your corps of supervisors, visit and decide the relative standing of the pupil-teachers, and that marks received for scholarship in normal school shall only bear the proportion of 1 to 2 in teaching ability.

Frequently my best teachers among the students fall below some very ordinary teacher by virtue of having received much higher marks in scholarship, especially drawing, music, and penmanship.

RECOMMENDATIONS.

1. That a kindergarten be opened in connection with normal.
2. That three more practice schools—one of each grade—be opened.
3. That in view of course being changed to two years the first be devoted to review of grammar-school studies.
4. That all pupils in high school desiring to enter normal shall be required to take a two years' course in chemistry.
5. That southern half of the second floor be converted into one large room, separated by folding glass doors, for accommodation of first and second year normal class.
6. That our second grades meet in the mornings.
7. That Magruder building be kalsomined and floors stained.
8. That written examinations in subjects taught be given quarterly to determine standing in scholarship.
9. That teaching ability be determined jointly in conference by yourself, your supervisors, principal, and assistants of normal school.

Yours, truly,

LUCY E. MOTEN, *Principal.*

G. F. T. COOK, Esq.,
Superintendent of Public Schools.

DRAWING.

WASHINGTON, D. C., *June 30, 1896.*

SIR: I take pleasure in saying that the work of the last year was in many respects beneficial and pleasant to me. If those committed to my care were equally benefited, I have much to be grateful for. But since no department of work, guided by proper ambition, ever reaches the high advancement desired by its instructors, I have to report that, while the work in some subjects was satisfactory, others did not develop as I had hoped.

My assistants have worked faithfully and systematically, using programmes that took in the entire school time. The regular teachers, with few exceptions, have supplemented the work of the special teachers to the best of their ability, and I am glad to say that during the year there was a disposition on the part of a large majority of teachers to acquire more knowledge of the subject. A number of teachers' meetings were held during the year, which proved very beneficial.

The employment of a special teacher for the purpose of organizing teachers' classes and instructing normal pupils would be a very helpful and profitable addition to this department and the schools generally. Such a teacher could also be used as an assistant in the High School for special classes; and in this connection I would suggest some practical instruction along industrial lines. It may not be known to the public that the first industrial work done in the public schools of Wash-

ington was done by this department on Saturdays in the basement of the Sumner School building in 1876 and 1877.

The work consisted of making designs for wall decorations and letters of various kinds for sign writing, water and oil paints being used for the purpose. The room used by the class was frescoed by the pupils, which remains just as it was painted in 1877. We also have a quantity of work executed by the boys at that time. No public provision was made to meet the expense of the class; however, it was kept up during the year. A little work of this kind was attempted last year with good results. Three of the graduates of the High School are now helping to paint a frieze around the drawing rooms.

The subjects mentioned in connection with others that could be taught in this department I trust will commend the work and lead to such assistance as will be necessary to carry it out. The additional expense will not be great, and no doubt the material for such work would be furnished by the pupils if necessary.

The High School numbers over 600 pupils. There has been one drawing teacher in regular attendance. With an assistant the regular and special work mentioned could be conducted with profit.

Color was introduced in the first three grades in February. The results from this experiment fully justify the hope that it will be continued and made a regular and important part of our work, extending through all grades.

The normal class deserves to be mentioned. It sustained the standard acquired by former classes. Their diligent, patient, and faithful application to all requirements was due in part to the generous cooperation given by the principal and teachers of that school.

For every kindness extended to me by yourself or the trustees I return sincere thanks.

Number of lessons given to classes of teachers and pupils.

Teachers' classes	42
Special classes	61
Normal classes	32
High-school classes	547
Grades below the high school	3,732
Visits for supervision	433

Very respectfully,

T. W. HUNSTER.

G. F. T. COOK, Esq.,
Superintendent of Public Schools.

MANUAL TRAINING.

WASHINGTON, D. C., *June 30, 1896.*

SIR: The work done in the manual training school of the seventh and eighth divisions during the past school year has been in most cases very gratifying, and we as teachers feel much encouraged when we see

our pupils manifesting so much interest in their work, although we have been laboring under many disadvantages, such as a poor building, poor light, want of room, and not enough lathes or forges to accommodate the pupils who attend these shops.

SPECIAL WORK.

We have made 25 bookcases for graded schools and constructed a bench on which to fasten the lathes and a 30-foot bench to accommodate pupils. We did not have benches enough, and in many instances two boys were occupying one bench. These benches are without screws.

In the shops the course of instruction has been followed as heretofore, beginning by squaring and trimming a piece of lumber 3 inches wide, seven-eighths of an inch thick, and 8 inches long; mortising and tenoning, dovetailing, inlaying, molding by hand, ogee, crown ogee, and nosing. The lessons included instruction on the nature and use of tools, instruction and practice in shop drawing, elementary work with plane, chisel, saw, different kinds of joints, timber splices, cross joints, mortise and tenons, miter and frame work, examples in building, framing, roof trusses, making small articles of furniture, and cabinet work.

TURNING.

A course in wood turning extended through a part of the second, third, and fourth years. The lessons comprised, first, nature and use of lathe and tools, plain and straight turning, caliper work to different diameters and lengths, simple and compound curves, screw plates and chuck work, hollow and spherical turning; second, a variety of whole and split patent core work, giving the pupils practice in forming irregular shapes in wood with lathe and carving tools, as well as familiarity with the nature and use of patterns for molding.

Owing to the limited time given pupils I find it almost impossible to develop perfect patterns, but this branch will be taken by pupils of the technical course who have more time to work in the shop. Many lectures have been given to all classes.

METAL WORK.

The metal shop consists of seven forges and five lathes. The first lessons are given in forge work, welding and making of iron hooks, hasps, and staples, hardening and tempering of steel, vise work, chipping and filing in vise benches, instructions on lathe and chucks, drill reamers, taps and dies, gauges, files, cutting tools, and special appliances for machinery, molding and casting in soft metal. The lessons were so arranged that pupils in making a series of articles may become familiar with the nature of the metals under various conditions and with successive steps in working it by hand into simple and complex forms, upsetting, bending, cutting, punching, welding by various

methods, tool forging, tempering, and hardening. In connection with this work lectures were given on metallurgy and working of metals used in the industrial arts.

The work included cast iron, wrought iron, steel, and brass, plain and cylindrical turning, turning to various diameters and lengths, taper turning, facing with chuck and face plates, drilling (both in drill and lathes), reaming, boring, screw cutting with lathe taps and dies, planing, slotting, etc., with planer and shaper.

Lectures were also given during the year on various subjects connected with machine work in metal, such as forms, constructions, and the use of machines, cutting tools, gearing, gauge screw threads, etc.

Some pieces of construction work were given to pupils. All drawings, with dimensions required, were put on the blackboard and then copied on paper by the pupils. Thus each one works from his own drawing. This was supplemented when necessary by the actual construction of the lesson by the teacher before the classes by inspection and direction at the bench. In the technical course special work was done, consisting of a high-pressure steam engine, 1.42 N. H. P., having a glass cover on the steam chest through which the motion of the slide valve can be studied, and many belts, etc.

I thank you much for the interest you and all concerned have shown in this department.

I am, respectfully,

J. H. HILL,
Director of Manual Training.

G. F. T. COOK, Esq.,
Superintendent of Public Schools.

COOKING.

WASHINGTON, D. C., *June 30, 1896.*

SIR: In answer to your call for the annual report of the cooking schools of the seventh and eighth divisions, I am pleased to say that June 12 closed a very successful year in this department of industrial training.

The work of the pupils included the theory and practice of cooking and the chemistry of food graded, respectively, for pupils of the seventh and eighth grades and High School. Among the pleasing features in the eighth-grade work may be mentioned the class dinners, the dishes for which were skillfully made and well served.

The advanced demonstration work of the High School girls was very satisfactory, and the attendance of said pupils excellent throughout the term. The progress of these girls would be still greater by adding another hour to the time allotted them for this work.

Each school did remarkably well in the annual examination, and the specimens made and brought by the pupils on the closing day proved what can be done by systematic training and careful application.

I desire to tender to you sincere thanks for the support given the cooking schools this term, and am also grateful to our trustees, supervising principals, and the regular teachers.

For my coworkers I have only words of highest commendation for their earnest and untiring efforts.

The following table will show in figures the work accomplished in each laboratory:

Stevens School, Twenty-first street, between K and L streets northwest:
Pupils received from Sumner, Wormley, Briggs, and Stevens schools—

Number of pupils taught	209
Number of seventh-grade classes	8
Number of eighth-grade classes	6
Number of High School classes	0
Number of lessons given	404
Number of dishes made in laboratory	280
Number of dinners given in eighth grade	6
Number of dishes reproduced by pupils	385
Number of visits for supervision	46
Cost of supplies	$72.07

Miss Helen Johnson, teacher.

Miller Building, School I, 623 H street northwest:
Pupils received from John F. Cook, Jones, Banneker, Logan, Garnet, Garrison, Patterson, and High schools—

Number of pupils taught	147
Number of seventh-grade classes	5
Number of eighth-grade classes	4
Number of High School classes	1
Number of lessons given	324
Number of dishes made in laboratory	248
Number of dinners given in eighth grade	4
Number of dishes reproduced by pupils	663
Number of visits for supervision	24
Cost of supplies	$79.96

Miss M. E. Ware, teacher.

Miller Building, School II, 623 H street northwest:
Pupils received from John F. Cook, Jones, Banneker, Logan, Garnet, Garrison, Patterson, and High schools—

Number of pupils taught	189
Number of seventh-grade classes	7
Number of eighth-grade classes	4
Number of High School classes	2
Number of lessons given	375
Number of dishes made in laboratory	320
Number of dinners given in eighth grade	4
Number of dishes reproduced by pupils	772
Number of visits for supervision	34
Cost of supplies	$93.50

Miss K. M. Nalle, teacher.

Randall School, First and I streets:
Pupils received from Bell, Giddings, Lincoln, and Randall schools—

Number of pupils taught	122
Number of seventh-grade classes	5
Number of eighth-grade classes	3
Number of lessons given	288

Randall School, First and I streets—Continued.

Pupils received from Bell, Giddings, Lincoln, and Randall schools—Cont'd.

Number of dishes made in laboratory	131
Number of dinners given in eighth grade	3
Number of dishes reproduced by pupils	595
Number of visits for supervision	30
Cost of supplies	$77.93

Miss C. G. Arnold, teacher.

Most respectfully,

M. B. COOK,
Directress.

G. F. T. COOK, Esq.,
Superintendent of Public Schools.

SEWING.

WASHINGTON, D. C., *June 30, 1896.*

SIR: I respectfully submit the following as a report of the sewing department of the seventh and eighth divisions, under my supervision.

In closing the work for the year, I can do so with a degree of satisfaction, owing to successful results. The yearly examinations have proved that both pupils and teachers have faithfully performed their work. Indeed, the increased amount of interest is perceptible each year. The course has been somewhat the same as formerly, and I regret to say that I find myself unable to improve the department to any great degree until our teaching force and course of training can be extended.

Fourteen teachers' meetings have been held during the year, at which times the work for the classes has been arranged and the best methods of instruction discussed. The drafting of patterns in the third, fourth, fifth, and sixth grades has been specially observed as an experiment for future introduction. Two methods were used—the American and London systems. Two very excellent exhibition lessons in pattern drafting and cutting were given during the year, one by Miss S. A. Goines, at the sixth grade Randall School, and the other by Miss Alexander, at the sixth grade Sumner School. The untiring efforts of these ladies in every detail of the lesson, together with the hearty cooperation of the regular teachers in whose schools the lessons were given, brought about a very profitable result. The introduction of this work has aroused deep interest in our department, and to properly carry it on requires one important step, and that is the extension of the course. We practically work on a three-years' course, since one year is devoted to the dressmaking or shop work. This year 2,265 girls have been regularly trained. The time given has been one hour per week.

Our regular class work begins October 1 and ends June 1, which covers a period of eight months, the September and June weeks being devoted to the preparation and settling up of the work. A girl averages 4 sewing lessons a month, or 32 lessons of thirty-two hours a year. A sewing woman's hours of work consist of nine hours—from 8 a. m. to 6 p. m. Hence a girl receives in our schools a little over three days' training in sewing, and in the three years but fourteen days, provided

she is lucky enough to be present every day, and that one-session days or holidays do not occur on the scheduled days. In the dressmaking department the conditions are worse. Only one year is given to this branch, and one and one-half hours' training per week, or six hours per month. At the end of the school year a girl has spent but five and one-third days in our dressmaking department, in which time she is supposed to have gained a knowledge of the fundamental principles of dressmaking, which include cutting and fitting, machine work, the study of materials and the human form. Does this not seem a short time for such an important branch?

Three hundred and one girls were admitted into the shops this year; 115 were denied admission on account of needed room and teaching force. I am glad to close the work this year with a hope in view of a new shop for the pupils of the southeast and southwest sections. Eighty pupils from eighth division (B) have been compelled to attend the shop at the Cook building, on account of insufficient schoolroom. The exposure to inclement weather has many times prevented their punctual attendance, and they have only averaged from three to four days during the entire year.

It is with a degree of pleasure that I report the growing interest manifested by boys in the work. Thirty-seven have taken regularly the weekly training. Of this number 35 were from the third and fourth grades at Garnet School, 1 from the fifth grade at the Logan, and 1 from the fifth grade Ambush School. I wish to particularly call your attention to the pupil, Charles Purdy, of the Ambush. He has successfully taken a three-years course, and has shown such marked ability, that, with your approval, I shall enter him in September into the dressmaking department. The success of the boys' work has been so very pronounced that I am anxious to continue it. This, you will understand, does not interfere in any way with the regular school programme, nor does it unnecessarily encumber the sewing teacher, and will impress upon the boy pupil the importance and use of the needle. The large number of pupils that are being trained from year to year with satisfying results awakens a deeper interest in my mind, and a greater desire to enlarge the sewing department. Indeed, I have been more seriously impressed with this fact since the course in the High and Normal schools has been extended. Hundreds of girls, by reason of their financially-adverse condition, are prevented from taking the full four-years course in the High School. To extend sewing in the High School for a term of two years and issue certificates after the course has been faithfully performed would be of very great benefit to the girls in preparing them for future life.

In December our department was invited by the Women's Educational and Industrial Union of Buffalo, N. Y., to make an exhibit in that city December 5, 6, and 7 for the purpose of encouraging the movement of introducing sewing into the public schools of Buffalo. The exhibit was made without interruption to the regular work in our

schools. All expenses were borne by the Women's Union. Fifty charts and 50 garments, representing every grade of work, were sent. The exhibit was held in the very fine Mooney-Brisbane Building, on Main street, and the complimentary comments, especially through the press, were very flattering to us. This invitation was the outgrowth of a successful exhibit of our department in New York City in May, 1895.

In April the sewing teachers took a course in garment cutting, which was very beneficial. Prof. H. O. De Lamarton, the inventor of the system, assisted by Mme. Gundlach, gave the lessons. Certificates of competency were given the sewing teachers, after having passed a successful examination.

It may interest you to note the growth of the work since its first introduction, January, 1888, up to the present time, and I annex to this report a consolidated statement of the same. In conclusion, I wish to state that the continued success in this work is largely due to the ladies associated with me and the hearty cooperation of the supervising principals and regular teachers.

I wish to extend my thanks to you and the trustees for advice and encouragement.

Consolidated statement of work done from January, 1888, to June, 1896.

Year.	Pupils instructed.	Samples made.	Buttonholes made.	Garments made.	Patterns cut.
1888	343	.....	381	1,496	.....
1889	1,736	.....	3,426	5,497	.....
1890	2,495	369	9,195	9,196	.....
1891	3,135	491	6,089	7,671	.....
1892	3,025	13,804	20,344	2,355	.....
1893	3,071	12,703	4,907	2,436	.....
1894	2,821	16,504	(1)	476	.....
1895	2,801	13,848	(1)	1,318	.....
1896	2,265	17,824	(1)	.....	1,313
Total	21,692	75,543	44,342	30,445	1,313

[1] Count not taken.

DRESSMAKING DEPARTMENT.

Year.	Pupils instructed.	Skirts cut.	Skirts made.	Waists cut.	Waists made.	Patterns and models.
1891	90	90	90	428	428	.....
1892	167	167	155	565	142	.....
1893	173	589	167	390	223	.....
1894	346	622	241	671	239	.....
1895	362	926	355	753	136	.....
1896	301	.....	.....	832	832	3,616
Total	1,439	2,394	1,008	3,639	2,000	3,616

Respectfully, yours,

CARRIE E. SYPHAX.

G. F. T. COOK, Esq.,
Superintendent of Public Schools.

PHYSICAL CULTURE.

WASHINGTON, D. C., *June 30, 1896.*

SIR: The following is a report of the work in physical culture for the year ending June 30, 1896:

There are certain conditions requisite for a perfect physical development. Over some of these the teacher has indirect control and must influence that control through the teaching of physiology and hygiene. But there are other requisites which come immediately under her supervision.

Hollow chests, crooked bodies, limp muscles, and general weakness, which arise in a large degree from the positions in which children are permitted to sit or stand while in school, from the necessary confinement and quietude of school life, and from bad ventilation in rooms where they are confined during school hours, can be overcome by a regular, systematic training of the body, such as we seek to give in our system of health exercises.

The value of our lessons in the school room is threefold, viz: First, as a means of health; second, as a means of mental training, and third, as a means of cultivation.

Lesson sheets, on which are arranged such exercises as will successively call into play the head, trunk, arms, and legs, increasing the blood supply in these respective parts, continue to help the regular teachers in their practice work.

During the year 4,254 lessons were given in grades below the High School, 454 in the High School, 26 in the Normal, and 742 visits for supervision were made in schools of all grades, including the practice work of normal pupils.

Out of the entire number of graded schools about ten were reported to me for doing poor work. With one new teacher we hope to give special attention to such schools next year.

This opportunity must not be lost to thank, for myself and assistant teachers, you and the teachers who have contributed so largely to whatever success we have had in our work, and to commend the splendid assistance of Misses A. J. Turner and L. E. Love, who have carried on the work under my supervision.

Very respectfully,

HATTIE B. GEORGE,
Directress of Physical Culture.

G. F. T. COOK, Esq.,
Superintendent of Public Schools.